DOCUMENT RESUME

ED 242 440 PS 014 331

AUTHOR Fowler, Dora
TITLE A Guide to Effective Administration in Day Care.
PUB DATE 83
NOTE 275p.
AVAILABLE FROM Associates in Human Development, Inc., P.O. Box 256, Palatine, IL 60078-0256 ($19.95, plus $2.00 shipping; 10% discount on orders of 25 or more copies).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Guides; Child Caregivers; Classroom Techniques; *Day Care; Early Childhood Education; Enrollment; Health; Inservice Education; Insurance; Personnel; Preschool Curriculum; Records (Forms); *School Administration; Staff Orientation

ABSTRACT

Following a brief section concerning elements of the management process, the eight chapters in this guide for day care directors discuss personnel, staff orientation, staff inservice training, enrollment, classroom management, curriculum, health maintenance, and, briefly, center management. Each chapter includes numerous forms that can be used and adapted freely by practitioners. Text materials concerning personnel focus on hiring and conducting a performance review; those concerning staff orientation are offered in the form of a manual indicating goals for a range of programs and center policies. Discussion dealing with staff inservice training indicates responsibilities in various center contexts. Enrollment materials provide guidelines for developing a center brochure and a parents' handbook, and offer forms for purposes ranging from application for admission to placing names on a waiting list. The chapter on classroom management consists entirely of forms to document such information as monthly attendance, hourly count, food inventories, and administration of medicines. The chapter on curriculum describes programs based on early childhood principles and concepts, and also provides assessment and evaluation forms. Health maintenance materials feature, among other forms, a chart of childhood illnesses and form letters for health updates. Finally, the chapter on center management discusses insurance for centers. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242440

PS 014331

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization orginating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Dora Fowler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A GUIDE TO EFFECTIVE ADMINISTRATION IN DAY CARE

by Dora Fowler

A GUIDE TO EFFECTIVE ADMINISTRATION IN DAY CARE

By Dora Fowler

Life is precious
because there are no limits
to the fineness
of human sensitivities,
man is capable
of responding to the good,
the true
and the beautiful.
We have the capacity
to love
and to respond to love.
We should feel
a sense of privilege.

Reproduction of any portion of this book is permitted for individual use. Systematic or multiple reproduction or distribution of any part of this book -- or inclusions of items in publications for sale or otherwise -- is not permitted for any reason without prior written permission or consent of the author.

First published by Associates in Human Development, Inc.,
P. O. Box 256, Palatine, Illinois 60078-0256, October, 1983.

Second printing..... January, 1984

COPYRIGHT - DORA FOWLER

1983

TO MY HUSBAND, GEORGE
WHO INTRODUCED ME TO THE
ART OF MANAGEMENT,
ENCOURAGED ME TO DISCOVER NEW CONCEPTS
AND IDEAS,
AND CHALLENGED ME TO GROW.

ACKNOWLEDGEMENTS

As I look back over the past fifteen years of my career as an administrator in the field of day care, I am gratified by the large number of people who have touched my life and my professional growth in a special way. There is no way I can publicly acknowledge all of them. However, I very much want to thank:

GEORGE FOWLER, my husband and my friend. His vast knowledge of management concepts and skills opened the doors to a new career for me. This book is a tribute to him, to his knowledge, and to his generous sharing of that knowledge.

MARY KRAMER-LEBARON, who for seven years shared with me in giving direction to the Elk Grove Township Community Day Care Center. A knowledgeable, generous and experienced day care professional, Mary's support and implementation of the practices contained in this book gave them the test of time and the refinements needed to make them effective.

NANCY HARMON, who breezed in and out of my professional life in 1982, yet the impact of her friendship, her managerial expertise and her wisdom will remain with me for a lifetime. In observing Nancy put into practice sound and proven management techniques, resulting in outstanding programs led by quality personnel, I was reassured at being on the right track with the contents of this book.

JOAN NOWAK, my patient and hard working secretary, who typed through innumerable changes, revisions and corrections of this book, always with good humor and encouragement.

GLADYS FUNKE, JOANNE TOOMEY, SANDY SORRENTINO, and the fifty-two staff members of the Elk Grove Township Community Day Care Center who demonstrate daily what it means to be a day care professional. Their work has resulted in eleven truly quality programs impacting daily on the lives of two hundred children ages three months to twelve years. Their work also gives validity to the contents of this book.

To all of them, my gratitude and affection.

TABLE OF CONTENTS

Preface..... 1

Management - The Key to Effective Administration..... 1

CHAPTER 1 - PERSONNEL

Hiring Practices..... 10

Personal Qualities of the Teaching Staff..... 13

Employment Application..... 16

Letter Requesting Professional References..... 19

Personnel Record..... 20

Personnel Changes - Form..... 21

Letter of Agreement - Salaried Employees..... 22

Letter of Agreement - Hourly Employees..... 23

Application for Volunteer Employment..... 24

Volunteer Sign-In Form..... 25

Notes on Conducting a Performance Review..... 26

Administrative Staff Evaluation..... 30

Teacher and Assistant Teacher Evaluation..... 33

CHAPTER 2 - THE STAFF MANUAL

Letter of Welcome..... 37

Program Goals - Infant Program..... 38

Program Goals - Toddler Program..... 39

Program Goals - Tots Program 40

Program Goals - Developmental I..... 41

Program Goals - Developmental II, 4 and 5 Year Olds..... 42

Program Goals - Montessori..... 43

Program Goals - School Age..... 44

Personnel Policies..... 45
Staff Regulations..... 52
Job Descriptions - Executive Director..... 56
Director of Day Care Services..... 59
Personnel Director..... 61
School Age Coordinator..... 63
Teacher..... 65
Assistant Teacher..... 67
Teacher Aide..... 68
Head Bookkeeper..... 69
Secretary..... 71
Maintenance Schedule..... 73
Time Off Request - Form..... 75
CHAPTER 3 - STAFF IN-SERVICE TRAINING
Orientation Program..... 77
In-Service Training..... 79
Guidelines for Teachers..... 81
Playground Supervision..... 83
AM-PM Staff..... 85
Afternoon Staff Responsibilities..... 86
Food and Nutrition..... 88
How the Teacher Helps the Children..... 91
Closing Responsibilities..... 94
Kitchen Procedure..... 95
Checklist for Staff Kitchen..... 96
Checklist for Storage Room..... 97
Cleaning Checklist for Storage Room..... 98

Checklist for Laundry Room..... 99

CHAPTER 4 - ENROLLMENT

The Brochure..... 100

Description of the Enrollment Forms..... 102

Application Form..... 104

Infant Admission Form..... 106

Pre-School Admission Form..... 107

School Age Admission Form..... 108

The Parent's Handbook..... 109

Medical Report on a Child..... 116

The Tuition Agreement..... 118

The Emergency Card..... 121

Consent for Treatment..... 123

The Pick Up Card..... 125

Application for Day Care Financial Assistance..... 127

Accident and Incident Reports..... 131

Authorization to Release Information..... 134

Sample Letter Placing a Child on Waiting List..... 136

Waiting List Form..... 137

Legal Release Form..... 138

CHAPTER 5 - CLASSROOM MANAGEMENT

Monthly Attendance Form..... 139

Hourly Count..... 140

Medicine Report Form..... 140

Menu Form..... 143

Weekly Meal Record Form..... 144

Food Inventory Form..... 144

Classroom Supply List..... 145
Equipment List Form..... 146
Approved Supply Inventory Form..... 147
Travel Expense Form..... 148
Petty Cash Form..... 149
Vehicle Maintenance Form..... 150
CHAPTER 6 - CURRICULUM
Curriculum and Programs..... 153
The Infant-Toddler Program..... 156
Infant Program - Curriculum..... 158
Toddler Program - Curriculum..... 162
Tots Program - Curriculum..... 170
Developmental I - Curriculum..... 182
Developmental II - Curriculum..... 188
Montessori - Curriculum..... 201
The School Age Program..... 206
School Age - Curriculum..... 211
Lesson Plan Form..... 217
Sample Daily Schedule for a Day Care Classroom..... 218
Assessment Instrument Form..... 219
Infant-Toddler Parent-Teacher Conference Form..... 225
Parent-Teacher Conference - Developmental Form..... 227
Montessori - Parent Teacher Conference Form..... 229
School Age Evaluation Form..... 321
CHAPTER 7 - HEALTH MAINTENANCE
Chart of Childhood Illnesses..... 232

Immunization Schedule..... 235

First Aid Supplies Form..... 236

Emergency Telephone Chart..... 237

Nursing Worksheet..... 238

Form Letters - Requiring Health Form Update..... 239

- On Chickenpox..... 240

- On Staph Infection..... 241

- On Pediculosis (Head Lice)..... 243

- On Pin Worms..... 245

CHAPTER 8 - CENTER MANAGEMENT

Insuring Your Center..... 246

PREFACE

This book is the sharing of what I have learned professionally over the past fifteen years. What I have attempted to pass on is the knowledge of those concepts, ideas and methods on day care administration which I have acquired and developed and which have worked for me and for those whom I am priviledged to call my coworkers and my friends.

It is hoped that the brief chapter on management will encourage the reader to delve more fully into the subject. Its purpose is to serve as an introduction into a fascinating and necessary field. ALL DAY CARE DIRECTORS ARE MANAGERS. The multifaceted levels of expertise required to effectively run a day care center necessitate the director's understanding of the need for management skills and the willingness on the part of the director to acquire those skills. Such a director will be an effective administrator.

Most of the forms contained in this book are self explanatory. I have attempted to explain the purpose and use of only those forms which might be less easily understood. The reader is encouraged to make the necessary adjustments and revisions to adapt the forms, practices, programs and training to fit the needs of each specific day care center. If the reader wishes to use the forms as presented, an IBM typewriter element #138, Letter Gothic, may be used to match the existing type.

As I have benefited in the past from the candid opinions of the people with whom I have worked, so I would appreciate receiving detailed comments from readers of this book. The benefit of their experience will be incorporated in future editions.

Dora Fowler
Palatine, Illinois
October, 1983

MANAGEMENT - THE KEY TO EFFECTIVE ADMINISTRATION

People who participate in management frequently talk about management as management skills or the management process. The term management skills suggests that management is not a genetically linked, inborn talent. Men and women of varied personalities, abilities, and even intelligence have the potential to acquire management skills. As with any skill, management skills require definition, demonstration, practice, study, and experience to become internalized.

Just as skill implies continual development through an ongoing series of trials and refinements, the word process also denotes an ongoing, integrated set of activities. Traditionally, the activities of the manager have been defined as planning, organizing, staffing, directing, and controlling. We shall analyze and define each of these activities. While we may break down the management process into these components, management practices and behavior are actually an integrated whole. The process of management requires that all the administrative functions be called into play to a greater or lesser extent in every administrative action, every administrative decision, and every administrative plan. If we accept management as a process, then no single managerial error or success describes the manager. Looking at management in this way, through the process and the skills, helps us to see management as a career.

DEFINING MANAGEMENT

Management is not necessarily being the person with the greatest know-how and capability in a particular function. Management is not single-handedly making all decisions and policies and

issuing all orders.

All workers work with ideas and things. The work of the manager is focused on his or her major function of working with other people. Functioning as a manager, in fact, presents a problem for people who prefer to work with ideas and things as opposed to working with people. Often this change in focus presents the biggest adjustment for the new manager.

Raymond Loen in Manage More by Doing Less suggests rather logically that most people are promoted into managerial roles from "doing" roles. The engineer who is superlative at his or her job is promoted to managing that job. The best teacher is marked for administration. A promotion to a management role means that the former "doer" will do less and manage more what others do. The emphasis is shifted away from things toward people and from doing to managing.

A major problem for all managers, men and women alike, is that being promoted to management means being removed from doing the things they did well. To make matters a little more difficult, managing the work of others is physically less concrete and demonstrates fewer immediate visible results than actually doing work. A college administrator put it this way: "I had been a very successful teaching professor before I was promoted to the chairmanship of the department. Now I manage all the administrative aspects of the department and the personnel; I only teach one course. When the new term began, and with it my first days of administration, I felt uncomfortable. All the other professors were teaching, and I was sitting in my office. I had a lot to do,

but the results were invisible, or much less visible than my former functions. The first day we received a shipment of textbooks. Instead of asking a student aide or my secretary to unpack the books and assign numbers to them, I unpacked them, stacked them, and assigned the numbers myself. I felt good looking at the stacks. I had done something concrete."

Why do we have managers at all then? The entire concept of management is about the multiplier effect. If people who have demonstrated that they function more efficiently and more effectively are assigned the role of coordinating ideas (plans), things (resources), and people (subordinates), the successful coordination of these three key elements will yield a more productive result. Alec Mackenzie states one good example of this in his book The Time Trap. Mackenzie's research demonstrated that for every one hour of managerial planning, four hours are saved in worker execution. This is the multiplier effect in action.

PLANNING

Earlier we indicated that management is a process and that planning is a cortinous cycle within this process. As such, it is an ongoing function. Planning never stops. As plans are implemented and followed up, aspects of the plans that require replanning may be discovered. Crises or changes in resources may demand flexibility in planning. All good planning includes recognizing contingencies. The effective manager has not only a written plan that is specific and measurable and includes deadlines, but also a back-up or contingency plan as well.

Efficiency Versus Effectiyeness

Managerial efficiency and effectiveness are not interchangeable terms. While both efficiency and effectiveness are a measure of results over time, one can be an efficient manager without being a very effective one. Effectiveness from a management standpoint means achieving the right result in time. Effectiveness for the manager begins in the planning function. Managerial plans need to focus on solving the right problems and on using things and people to address the salient issues.

ORGANIZING

It follows that, once the manager has executed the planning function in which he or she must analyze the problems, decision making or the administration of things is the next step. Many management theorists refer to the administration of things as the organization function of the manager.

The importance of the organizing function, is that it spells out areas of responsibility, such as job descriptions. It spells out reporting structures. As we turn to the people part of management, we can see the obvious need for this delineation.

Managers manage people. Some of the managerial functions, staffing, directing, and controlling, are activities that have to do with managing people. The negative judgments made about American business and its loss of market share today concern the excessive attention business has placed on earnings per share (the market value of the stock of a company that reflects the famous bottom line) and the failure on the part of management to focus on upgrading the productivity of people. In the past two or three years, there has been considerably more attention paid to orien-

ting, training, developing, and motivating people.

Staffing, or choosing competent people for the organization is the first people function of the manager. Once selection is made, many organizations have little or no formal orientation program but put the new employee on the job immediately. All of us have held a new job at one time or another. In the hierarchy of stress inducing experiences, a new job has to rate close to the top. Often new people are only vaguely familiar with the organization. The new employee knows little or nothing of procedure and policy as they affect his or her new job. Even a skilled person hired for a job cannot apply his or her skills directly to the new requirements without some kind of orientation. From a social point of view, the new employee is nowhere. He or she has no contacts and no social relationships within the work setting. All these gaps contribute to a significant loss of effectiveness on the part of the new employee. Yet the majority of new employees face this situation with no aid from the employer that will ensure a successful transition into the new job.

One of the manager's duties is to orient both new and old employees in a new job. If the manager is unfamiliar with the procedures of the job, the manager is responsible for generating or locating task analyses of the job functions, procedural manuals, or another employee who does know the job.

Orientation is only the initial step in the manager's larger role of training and developing. Training and development have time and again demonstrated their positive impact on employee turnover, morale, and job satisfaction as well as on skill refinement and

productivity. The word training is usually applied to supervised instruction and practice in classroom situations or in one-on-one coaching situations. Development refers to improving judgments, attitudes, discrimination, setting work priorities, handling crisis, and making decisions.

DIRECTING

Although even with the best trained employees training and development never cease to be a managerial role, once a plan has been implemented, the work flow organized, and the staff set in place, how the manager directs can support or prevent achievement of the desired objectives.

All managers and supervisors delegate; all good managers and supervisors do. The amount of time spent on doing versus delegating changes in proportion as the manager rises in the organization. Not all managers are clear about the difference between delegating and doing a task.

Delegating

Both men and women managers fail to delegate enough. In Alec Mackenzie's research among men and women managers in fields such as banking, health, insurance, accounting, high technology, education, and a host of others, delegation consistently appears to be the fifth in the top ten managerial time wasters.

Why do managers fail to delegate responsibilities that should be delegated to subordinates? As stated earlier, managers become managers because they were excellent doers. It is natural for a former excellent doer to want to continue to do what he or she does well. For another reason, many managers fail to differentiate

between management and leadership. Leaders seek to develop followers who are often quite dependent on their leaders. Managers should seek to build confidence in subordinates, rather than focus on building their subordinates' confidence in them.

Still another reason why managers inadequately delegate is that they feel their subordinates have little training in an area. It is faster and easier to do the job yourself. Then, too, if you do it, you know it's done right. The fallacy behind this reasoning is that it perpetuates a vicious cycle in which subordinates never become any better trained to take on further responsibilities.

When you delegate, you benefit by freeing yourself for broader duties. You get jobs done through others - that is managing. You save time in the long run. You get ideas from other people. You develop your subordinates. You develop a team. When you delegate, your subordinates benefit from an increased sense of self-confidence. They increase their competency, commitment, and motivation. Delegation is good management.

CONTROLLING

Control is a method of ensuring progress toward planned objectives. In the control area a manager has the most frequent interactions with subordinates. Each employee has a position in the organization; each employee has work mapped out for him or her; each employee is delegated responsibility to perform the work. Following up on the progress of that work is the area of control. Most of each manager's time is taken up in the control area. The more subordinates a manager has, the more attention should be paid

to control.

The area of control requires that the manager set up standards for good work and for poor work. Just as important, control demands that the manager communicate effectively and clearly to the employee what those standards are and how the employee may know whether he or she is meeting, exceeding, or failing short of the standards. Managing the work of others requires communication at regular intervals to determine whether standards are being met.

No one managerial style of control is effective with all subordinates. Some people want to be told what the standards are. Other people want to negotiate performance standards. Some people want the security that comes with a great deal of control, that is, continuous feedback that they are doing what is expected of them. Other people feel overcontrolled by a manager who sends constant feedback to employees about their performance. Unfortunately, most managers are not as flexible as they might be. The superior manager gears and adjusts his or her management style to the individual requirements of each employee. The inferior manager adopts an inflexible managerial style. The nature of the manager, the level of sophistication of the employees, and the work determines what managerial style of control should be used.

The manager is a specialist. Just as we can identify the professional functions of doctors, lawyers and engineers, we can also determine the professional functions of the manager. The manager specializes in the managing functions of PLANNING, LEADING, ORGANIZING and CONTROLLING. If the manager does not specialize in these functions, the individual will find him/herself using most

of his/her strength and ability to do the work of others. The manager knows the decisions he/she should make and those that can better be made by others.

Management skills can be learned. They are tools to be used daily in every facet of the day care operation to free the administrator to perform those tasks that are his/hers to perform; while freeing and directing others (staff) to perform those tasks which they have been hired to do. A well managed operation becomes result oriented. There is less absenteeism, programs have purpose and direction, costs of operation decrease, productivity increases, eventually children, adults and administration benefit.

HIRING PRACTICES

The backbone of any child care program is the staff. The best equipment and facilities will be wasted if the staff is not the best. Developing techniques for hiring good staff must, therefore, be a top priority for any director, regardless of the size of the center.

The Employment Application Form asks not only the usual questions on name, address and education but also questions designed to give a better picture of the individual's capabilities, past work experience, training in other or related fields, volunteer work experience and special qualifications. The answer to each question gives a piece of the total picture.

Some aspects of hiring child care staff are the same as hiring in any field. It is important, for instance, to check references before hiring anyone. Even if some of the previous work experiences are not related to child care, the references can be checked to determine the work habits of the candidate - punctuality, attendance, initiative. It is also a good idea to check how long the prospective teacher has spent at previous jobs and the reasons for leaving.

It is also important when hiring to consider volunteer experiences. Many volunteer programs offer excellent experience, particularly in acquainting future child care workers with the realities of child care. Ask the candidate what duties were involved, and be sure that there is a place on your application to list these experiences.

It is important when hiring a new employee to ascertain that their philosophy of child care does not conflict with yours. It may be helpful to discuss specific situations involving discipline.

Ask the candidate how he/she would handle a particular problem. Discuss how it would be handled at your center. Ask the prospective staff person about views on discipline. It will be important to hear about the importance of setting clear expectations for the child and consistency in following through when these expectations are not met. The individual's concern should be for the child, understanding that discipline is a learning process, not a punishment to be imposed on the child.

It is important that the person hired have a good grasp of the realities of day care. If the prospective staff person has had previous experience, ask what the day was like at their former day care center. Ask about the routines there and what types of activities were planned for the children. You will want to be very clear in making your expectations known.

It is also important that staff understand their relation to the center as a whole. Whether a center is large or small, and even though each classroom has its own staff, all need to understand that they may have to work in other programs or to fill in as nurse, cook, janitor, or bus driver (Directors included) if an emergency arises, in order to meet the children's needs. Always look for flexibility in a prospective staff person.

It is best you make very clear what the job responsibilities will be. Go over the job description with the candidate so that there is a clear understanding of what is expected. Let the candidate know how much planning is expected, what record keeping is involved, what meetings will be required and what will be

involved in supervising other staff.

Ask the prospective staff person to return to the center for a try-out day. On this day he/she will work in the classroom with the children. This enables the candidate to see the program first hand, and also enables you to see the candidate's interactions with the children. While realizing that the children may test to the limit, a great deal can be learned from observing the candidate's actions. Does the individual talk to the children on their own level? Are requests granted or does the applicant check with other staff to see what the customary procedures are? Is he/she confident enough to use common sense about what is unacceptable behavior? Afterwards, talk to the applicant to get his/her impressions of the classroom. Listen for comments about the children, the environment, the activities. The candidate's impressions of the classroom will provide you with some insight into what kind of staff person he/she will be.

A child care worker has so many roles that it is important to consider carefully the people to be hired. Not only must they be good teachers, but they must be flexible enough to deal with sick children, toilet accidents, parents, visitors and all of the day-to-day events that occur in a center. They need to be nurturing, loving and professional people who will grow on their jobs with experience and training.

TEACHING STAFF

There are a number of personal qualities which seem to foster the mobilization of forces for effectively teaching children. Perhaps most important is the conviction that children can change. Other important qualities are: flexibility of expression and thought, intelligence, warmth and cheerfulness, honesty, objective self examination, desire to succeed, empathy with children and adults, and a personal sense of security.

Director

Persons who are Directors and supervisors have varied professional backgrounds, such as early childhood, social work, education, psychology, or child guidance. Although professional background is important certain other attributes have made it possible for them to succeed in a supervisory capacity. The outstanding characteristic of a Director and supervisor is their ability to provide leadership.

Other special competencies which are essential are:

1. Thorough knowledge of the philosophy behind the program and the ability to communicate it to others.
2. Thorough knowledge of the implementation of the program including the use of the developmental objectives, evaluation and procedures.
3. Thorough knowledge of procedures which support the program, such as the intake process, community contacts, consultation procedures, relationships with other agencies, and termination and follow-up procedures.
4. The ability to plan and conduct effective child oriented programs.
5. The ability to plan and conduct effective programs to help parents of children.
6. The ability to plan and provide effective Center intervention programs.
7. The ability to identify and mobilize community resources which will benefit a child and his family.
8. The ability to work in the classrooms as both support and lead teacher.
9. The ability to work in a leadership capacity with peers.

The Head Teacher

Special competencies which are desirable for effective programs are difficult to define but generally appear to be the same as for excellent teachers in regular schools. The following is a partial list of abilities which seem to be necessary for Head Teachers

1. The ability to work in a leadership capacity with peers.
2. Thorough knowledge of the Center's philosophy and the ability to communicate it to the teaching team.
3. Ability to implement the Center's philosophy.
4. Ability to observe and determine the childrens needs and to plan classroom objectives based on these needs.
5. Ability to plan experiences from objectives.
6. Ability to adjust own style of communicating to a child's receptive language level.
7. Ability to use own body to convey messages to children.
8. Ability to understand child's experiential world, including fantasy.
9. Ability to anticipate child's behavior and respond within the context of the child's stage of development.
10. Ability to understand motives for children's actions.
11. Ability to convey calm dependability and competence under stress.
12. Ability to subjugate own needs to those of children.
13. Ability to immediately adjust own actions and procedures and to alter classroom experiences to foster change in children.
14. Ability to serve as a model for a child's parents and the support teacher.
15. Ability to work effectively as a member of a team.

The Assistant Teacher

The assistant or support teacher is an integral member of the teaching team. Each member of the team has distinct functions, but each is dependent upon the others for information and back-up. Highly significant aspects of the program are the responsibility of the support teacher.

The important responsibility is to develop the skills to fulfill the support teacher's part in the classroom. Following are important steps for the support teacher.

1. Meet children entering and leaving the building.
2. In the classroom maintain strategic locations for each activity planned in advance with the other members of the team.
3. Be physically alert to move as needed.
4. Learn how each child responds to stress and success.

5. Redirect children to the head teacher, into group activity, or toward materials they are using.
6. Make positive statements; reflect outcomes of children's behavior in positive terms.
7. Know thoroughly the daily routine, materials which will be used and where they are stored.
8. Take a real interest in the children; learn their strengths as well as their weaknesses; see yourself as each child's advocate, rather than being concerned with your own performance.
9. Know the objectives for each child in the group.
10. Plan individual programs based upon the objectives.
11. Learn the objectives at stages immediately below and above the present levels of functioning for each child in the class.

Date_____

EMPLOYMENT APPLICATION

Please print or type all information.

NAME_____ SOC. SEC. #_____

ADDRESS_____ PHONE_____

CITY_____ STATE_____ ZIP_____

NO. OF CHILDREN_____ AND AGES:_____

WHO WOULD CARE FOR YOUR CHILDREN WHEN THEY ARE SICK?_____

IN CASE OF EMERGENCY NOTIFY:_____

RELATIONSHIP_____ ADDRESS_____ PHONE_____

TO WHAT ORGANIZATIONS DO YOU BELONG: FRATERNAL, SOCIAL, EDUCATIONAL AND PROFESSIONAL?_____

YOUR HOBBIES AND RECREATION_____

_____

WHAT PROMPTED YOUR APPLICATION? ADVERTISEMENT_____ OWN ACCORD_____

REFERRED_____ EMPLOYEE REFERRAL_____

POSITION APPLIED FOR_____

WHEN COULD YOU REPORT FOR WORK_____ MINIMUM SALARY ACCEPTABLE_____

Name & Address of School_____ Years Completed__

_____ Degree_____

High School_____

College_____

Graduate School_____

Chief Undergraduate Subject_____

Chief Graduate Subject_____

Are you planning to further your education? Yes_____ No_____ When_____

Other Special Training Courses_____

Diploma or Certification (please specify)_____

_____

INDICATE LAST 3 EMPLOYERS DATES SALARY DUTIES

Name_____
Address_____
Phone_____
Position_____
Supervisor's
Name_____
Reason for leaving_____

Name_____
Address_____
Phone_____
Position_____
Supervisor's
Name_____
Reason for leaving_____

Name_____
Address_____
Phone_____
Position_____
Supervisor's
Name_____
Reason for leaving_____

Special Talents_____

Do you speak any foreign languages?_____Do you play any musical instruments?_____Do you like to sing?

_____

_____

PHYSICAL RECORD

How would you describe your general health?_____
Have you any defects in hearing?_____Vision_____Speech_____
Previous serious illnesses (describe briefly)_____

_____

Have you ever been seriously injured? How?_____

Are there any physical or personal limitations on the type of work you can do with children at school or the amount of time you can spend at work?_____

_____

Date of last physical exam_____

_____

REFERENCES: Please list 3 references, not including relatives or former supervisors.

Name_____Address_____
Occupation_____Telephone_____

Name_____Address_____
Occupation_____Telephone_____

Name_____Address_____
Occupation_____Telephone_____

Do you have a Driver's License?_____ List accidents or violations in the last 3 years. _____

Available for part-time employment?_____ On what basis?_____

If a teacher applicant, are you available for substitute work?_____

Clerical Experience

Bookkeeping_____Filing_____Cashier_____Statistics_____Steno_____Clerical_____

Stencil Cutting_____Typing Speed_____Dictation Speed_____P.B.X._____

Adding Machine_____Mimeograph_____Ditto_____Soundscriber_____

If a mother, what type of day care plans will you make if employed?_____

_____

I authorize the prospective employer to inquire as to my record of any or all persons and of my former employers. In the event of my employment with the Day Care Center, I agree to comply with the rules and regulations governing my employment. In the event I should terminate my employment, I agree to file my resignation two weeks prior to the date effective.

It is my understanding that the first three months of my employment are probationary, and if my services have not proved satisfactory, my employment may be discontinued on a week's notice without prejudice.

Applicant's Signature_____

_____

DO NOT WRITE IN THE SPACE BELOW

Date to start work_____ Temporary_____ Program_____

Position_____Replaces_____Salary_____

REMARKS_____

_____

_____

_____

FORM LETTER REQUESTING PROFESSIONAL REFERENCES

Dear

_____ has applied for the position of _____ at our Center. She has given your name as a professional reference.

Your comments on _____'s performance while she was employed by you would be greatly appreciated.

Sincerely,

Day Care Center Director

PERSONNEL RECORD

Name: _____

Address: _____

_____

Telephone No.: _____

Marital Status: _____

Employee No. _____

Dept. _____

Social Security No. _____

_____ _____
Date Started Date Terminated

Classification	Date	Rate

Insurance: _____

ate	Vacation			Sick			Personal		
	Earned	Taken	Balance	Earned	Taken	Balance	Earned	Taken	Balance

PERSONNEL CHANGES

Date _____

_____
Employee

Rate: _____
From To Effective Date

Classification: _____
From To Effective Date

Transfer: _____
From To Effective Date

Termination: _____
Date

_____ _____
Personnel Director Executive Director

DAY CARE CENTER

Date_____

Dear_____:

This letter confirms your employment with the _____ Day Care Center effective _____. You have been scheduled to work from _____ to _____, 5 days per week. Your salary is $_____ per year. All new staff members are employed on a 90 day probationary basis.

Your position will be that of _____. You do not qualify for overtime pay. You do qualify for compensatory time off for any work hours over and above your 40 scheduled work hours.

You qualify for group health insurance and life insurance; for _____ days sick leave and two days personal leave. As a full time employee you qualify for _____ days vacation following your first anniversary of employment. These benefits amount to $_____ yearly, bringing your total earnings to $_____.

You and the Personnel Director have had thorough discussions about what the _____ job entails. These responsibilities are reiterated in the attached job description. Also enclosed are the center's Personnel Policies.

The challenge ahead is exciting. I am confident that you, the Personnel Director, the Director of Day Care Services and I will be able to lend each other support and to draw upon our combined experiences in a manner that will make the center's programs strong. Our goal is the development and implementation of a stimulating and excellent program in a manner which will benefit the children in the area we serve.

Sincerely yours,

Director

Your initialing, dating and return of the copy of this letter as an indication of your acceptance will be appreciated.

_____
Date

DAY CARE CENTER

Date_____

Dear_____:

This letter confirms your employment with the _____ Day Care Center effective _____. You have been scheduled to work from _____ to _____, 5 days per week. Your hourly rate is $_____ per hour, or $_____ per year. All new staff members are employed on a 90 day probationary basis.

Your position will be that of _____. You do not qualify for overtime pay. You do qualify for compensatory time off for any work hours over and above your _____ scheduled work hours.

You qualify for group health insurance and life insurance; for _____ days sick leave and two days personal leave. As a part time employee you qualify for _____ days vacation following your first anniversary of employment. These benefits amount to $_____ yearly, bringing your total earnings to $_____.

You and the Personnel Director have had thorough discussions about what the _____ job entails. These responsibilities are reiterated in the attached job description. Also enclosed are the center's Personnel Policies.

The challenge ahead is exciting. I am confident that you, the Personnel Director, the Director of Day Care Services, and I will be able to lend each other support and to draw upon our combined experiences in a manner that will make the center's program strong. Our goal is the development and implementation of a stimulating and excellent program in a manner which will benefit the children in the area we serve.

Sincerely yours,

Director

Your initialing, dating and return of the copy of this letter as an indication of your acceptance will be appreciated.

_____
Date

36

APPLICATION FOR VOLUNTEER EMPLOYMENT

Date_____

Please print or type all information.

NAME_____ SOC. SEC.#_____

ADDRESS_____ PHONE_____

CITY & STATE_____ ZIP_____ POSITION APPLYING FOR:_____

DATE OF LAST PHYSICAL EXAM_____ NO. OF CHILDREN_____ AND AGES_____

_____ IN CASE OF EMERGENCY NOTIFY:_____

RELATIONSHIP_____ ADDRESS_____ PHONE_____

HAVE YOU EVER BEEN DISCHARGED FOR UNSATISFACTORY SERVICE?_____

_____

_____

High School_____

College_____

Graduate School_____

Chief Undergraduate Subject_____

Chief Graduate Subject_____

_____

_____

REFERENCES

List three persons who are NOT related to you, and who can furnish information about you.

_____

Name Business Address Home Address

Occupation_____ Telephone_____

_____

Name Business Address Home Address

Occupation_____ Telephone_____

_____

Name Business Address Home Address

Occupation_____ Telephone_____

Do you have a Driver's License?_____ List Accidents or Violations in the last three years._____

I authorize the Day Care Center to inquire as to my record of all references listed. I agree to abide by all rules and regulations of the Day Care Center while I am working Here. APPLICANT'S SIGNATURE_____ DATE_____

PARENT'S SIGNATURE_____ DATE_____

VOLUNTEER - SIGN IN SHEET

NAME	DATE	HOURS	SUPERVISOR

Notes on Conducting a Performance Review

(With thanks to Dr. Bill Owen)

In reviewing and discussing performance, the purpose is to both provide the individual with feedback on performance and to improve (or change) his/her behavior. To operate effectively, this review requires preplanning and should be conducted in a participative fashion as outlined below.

A Performance Appraisal Model

I. Preparation

II. Opening the discussion

III. Give feedback

IV. Summarize

V. Respond to staff members' questions

VI. Close

This model outlines a basic approach to conducting a performance appraisal. Each step is included to help the reviewer manage some of the more difficult problems which are often associated with an appraisal discussion.

I. Preparation

Starting the appraisal interview well depends on the preparation. Also, the start sets the tone for the whole session. Consider these points in preparing for the review.

A. Thoroughly review the person's file.

B. Assemble back-up data. In many cases this may require contacting others who have worked with the person.

C. Schedule sufficient time. An hour and a half should be satisfactory.

D. Develop an outline. This can help the reviewer avoid appearing disorganized.

E. Ask the subordinate to prepare for the interview. Have him/her do a self-appraisal and review his/her job description.

F. Review your feelings toward the subordinate. Inevitably our feelings towards others influence our perceptions of them (this is called a "halo" effect). The recommended way of removing the halo effect is to openly acknowledge (to ourselves) their presence and consciously sort through and differentiate our feelings and attitudes about various aspects of their performance.

II. <u>Opening the discussion</u>

A. Get to the point. Reviewers frequently call in a subordinate for a discussion and start with small talk for reasons such as:

1. They think it puts the subordinate at ease.
2. They are attempting to relieve their own anxiety about discussing the topic.
3. They are not sure how to proceed.

3. Unfortunately, extensive small talk usually increases the level of anxiety in both parties. Both know the objective is not to discuss small talk. However, the further the small talk continues, the more difficult it is for the reviewer to get into the evaluation role.

B. Give an overview. The reviewer should describe how she/he plans to structure the interview.

C. Invite topics from the subordinate. The staff person should be provided an opportunity to add topics which she/he wishes to discuss.

III. Giving Feedback

A. Set the tone by giving the general rating.

B. Avoid focusing only on problem areas. Explore strengths as well. If the overall tone of the interview is positive, begin with the strengths. If a serious problem exists, start with the factors contributing to the poor rating. Don't sandwich problems between strengths, it can look phoney.

C. When discussing problems, describe behavior, don't evaluate. A statement such as, "You don't stress punctuality enough, you are often late," is evaluative. Stated descriptively, you might say, "five times in the last three months you

C. have been late to work".

IV. Summarize. Pull together the entire conversation. Try to have the subordinate do this along with you.

V. Respond to the subordinate's questions. Explore any topics added to the agenda by the subordinate. Don't try to cut short on this part of the interview.

VI. Close

A. Ask the subordinate's reaction to the review. Don't get defensive.

B. Mention you are available should any other questions come to mind in the future.

Administrative Staff
Evaluation

Name _____

Job Title _____

Length of time
in Position _____

Supervisor _____

* *

General

	Exc.	Good	Fair	Poor
1. Attendance				
2. Punctuality				
3. Friendly, Warm				
4. Appearance: dress, posture				
5. Speech and voice: clear and well modulated				
6. Expresses a desire to learn				
7. Ability to evaluate self				
8. Profits by criticism				

* *

Indicate the evaluation by using numbers 1 through 5: 5 - excellent, 4 - good, 3 - average, 2 - fair, and 1 - low, inappropriate or poor.

Management - General

1. ____Anticipates and plans for long range needs in carrying out assignments.
2. ____Completes assignments promptly and fully.
3. ____Meets schedules and deadlines on situations and assignments.
4. ____Is thorough. Does not leave loose ends in handling an assignment or situation.
5. ____Acts on own initiative when appropriate.
6. ____Knows when to make decisions independently and when to consult others.
7. ____Handles a heavy workload effectively.
8. ____Carries out several projects and tasks effectively, budgeting time so that a division of effort among jobs does not sacrifice quality or completeness of the jobs.
9. ____Proportions time spent to value (importance) of project.
10. ___Understands and applies sound management concepts and practices.
11. ___Draws conclusions logically on the basis of evidence obtained.
12. ___Differentiates between practical ideas and those that are not.
13. ___Demonstrates energy and drive.
14. ___Shows initiative in looking for and carrying out new projects (additional work).
15. ___Accepts additional responsibilities willingly.

16.___Takes on extra work without complaint when the work situation demands it.
17.___Shows imagination in dealing with unusual problems - tries new approaches.
18.___Participates effectively in discussions and meetings.
19. Prepares readable and well organized
___Reports
___Letters
20.___Makes regular written reports to supervisor, keeping management informed of status of work.
21.___Advises supervisor of new and important developments, problems and decisions.
22.___Is cooperative and tactful with
___Subordinates
___Management
___Others
23.___Demonstrates sound knowledge and understanding of own work assignment.
24.___Grasps definition, implications and details of a problem, assignment, or situation quickly.

Supervision

1. Obtains satisfactory volume and quality of work from those supervised.
2.___Takes action to keep informed on progress of work under supervision.
3.____Schedules own work and that of others to meet deadlines.
4.____Makes necessary staff adjustments to meet changes in enrollment volume.
5.____Demonstrates ability to train and develop others.
6.____Attempts to pass information to staff on matters affecting them or their work.
7.____Handles personnel problems effectively.
8.____Accepts the role of supervisor.

Application of Skills and Abilities

1.____Shows evidence of skill in interviewing.
2.____Has the ability to convey effective qualities of warmth and acceptance .
3.____Shows ability to use a variety of techniques with individuals toward the prevention and resolution of problems.
4.____Shows appropriate use of supportive techniques.
5.____Shows appropriate use of authority and control.
6.____Shows willingness to work with other community resources.
7.____Shows ability to work collaboratively and cooperatively with professional persons of other agencies.
8.____Is knowledgeable of management skills.
9.____Sets clear and logical goals and objectives.
10.___Meets goals and objectives.
11.___Maintains immediate supervisor informed of progress.
12.___Shows an awareness of the need for:
___objectivity
___confidentiality

PERFORMANCE AREAS AND PERSONAL CHARACTERISTICS IN WHICH THE EMPLOYEE HAS PROVEN OUTSTANDING DURING THE EVALUATION PERIOD JUST COMPLETED:

IN WHICH AREAS SHOULD THIS PERSON'S PERFORMANCE AND ATTITUDE BE IMPROVED?

WHAT SUGGESTIONS COULD BE OFFERED TO HELP EMPLOYEE EFFECT SUCH IMPROVEMENT?

_____
Evaluator

_____
Title

_____
Date

I have read this evaluation.

_____
Signed (employee)

_____
Title

TEACHER AND ASSISTANT TEACHER

EVALUATION

Name: _____

Job Title: _____

Program: _____

Length of time
in Position: _____

Supervisor: _____

Vacation earned to date: _____

Absence due to sickness: _____

Time off without pay: _____

INSTRUCTIONS

Please write the most appropriate number(s) next to each characteristic. Number 5 means excellent, 4 good, 3 average, 2 below average, 1 poor. Please write additional comments next to the number when giving an extremely high or low rating.

1. Friendly, warm _____
2. Appearance _____
3. Speech and voice: clear and well modulated. _____
4. Dependable _____
5. Punctual _____
6. Expresses desire to learn. _____
7. Ability to evaluate self. _____
8. Profits from criticism. _____
9. Flexible in planning programs for children. _____
10. Shows knowledge and understanding of children's ability and needs through the program. _____
11. Observes and records significant behavior of children as individuals and as a group. _____

12. Uses appropriate and positive discipline. _____

13. Interacts appropriately with children during activity time. _____

14. Shares appropriate information with staff. _____

15. Shares appropriate information with administration. _____

16. Shares appropriate information with parents. _____

17. Maintains an orderly room, storage cabinets and equipment. _____

18. Maintains records and files. _____

19. Participates in teacher's meetings. _____

20. Uses good judgment in ordering materials for programs. _____

For each question write the answers that reflect your views. Please use additional paper if necessary.

1. What do you feel are your best qualities as a child care worker?

2. In what areas do you feel you could improve your skills as a teacher?

3. Do you feel the Day Care Center can help you grow as a professional? If so, in what way?

4. Are there areas in your program that you feel could be improved on? If so, what are they?

5. How do you meet the needs of the individual child?

6. What do you feel is effective communication with parents?

7. In what ways do you train your staff?

- -

1. Performance areas and personal characteristics in which the employee has proven outstanding during the evaluation period just concluded:

2. In which areas should this person's performance and attitude improve?

3. What suggestions could be offered to help the employee effect such improvement?

4. Employee Career Preference: Indicate the types of jobs and functions for which the employee would like to be considered.

_____
Evaluator

_____
Title

_____
Date

I have read the foregoing evaluation:

_____
Signature of Employee

_____
Date

Dear Staff Member:

Enclosed please find the Day Care Center's Staff Manual. Review this manual carefully since it contains important information on the way the Day Care Center is run. The manual also defines your responsibilities.

May I suggest that you keep your manual in your mailbox for ready reference.

When your employment with the Center is terminated, it is your responsibility to return the manual to the Executive Director. Your last paycheck will be issued when your manual is returned.

Good luck and welcome to staff.

Sincerely,

Day Care Center Director

I acknowledge receipt of one Staff Manual.

_____

Name of Employee Date

PROGRAM GOALS - INFANTS

1. To care for infants in a warm, affectionate way that lets each child know that he is a special person, including the physical affection and cuddling that is so important at this stage of development.

2. To meet each child's physical needs completely.

3. To implement strict sanitation procedures that are adhered to faithfully.

4. To provide opportunities for exploring, learning, and social interaction through a good variety of daily activities.

5. To prepare activities to stimulate the senses recognizing that infants learn through the use of their eyes, ears, fingers, sense of taste and smell.

6. To care for children in small groups, to prevent over-stimulation and disorder and to provide opportunities for 1 to 1 interaction between children and staff.

7. To provide opportunity for the use of large and small motor skills and outdoor activity.

8. To establish an awareness among staff that always provides for a safe environment.

9. To provide a certain consistency between Day Care and Home Care practices that will be most beneficial to the infant and will offer the parents an opportunity to influence the kind of care their child receives.

10. To establish an observation system in which notes on children are kept.

11. To be supportive of parents encouraging involvement, encouraging open and honest communication while using tact and discretion.

12. To develop staff potential through proper supervision by making expectations clear, following through to see that expectations are met, and utilizing staff input and their abilities.

PROGRAM GOALS - TODDLER

1. To provide a loving, caring atmosphere where physical affection is freely given. To instill in each child a feeling of autonomy and a positive self-concept.

2. To provide a joyful, enthusiastic and spontaneous approach with the children.

3. To meet each child's physical needs.

4. To establish the foundations for respect of equipment.

5. To establish the foundations for respect of others - Social Development.

6. To provide for the language development that is so important at this stage of development.

7. To make available a good variety and quantity of materials on the shelves at the child's level. (manipulatives, dramatic play, pull toys, Fisher-Price. . .)

8. To provide ample opportunity for use of gross motor skills.

9. To provide a variety of activities that begin to introduce the curriculum areas of: art, science, cooking, social studies, dramatic play, manipulative activities, language, large motor, music and movement.

10. To be supportive of parents encouraging involvement, encouraging open and honest communication while using tact and discretion.

11. To develop staff potential through proper supervision by making expectations clear, following through to see that expectations are met, and utilizing staff input and their abilities.

12. To develop self-help skills in order to create a feeling of independence and confidence in the child (this can be accomplished by toilet training, encouraging them to try to help dress themselves and letting them help dish out food at meals.)

13. To provide care in smaller sub-groups, in order to give each child more personal attention, to prevent under and over stimulation, to allow more freedom of choices and to maintain a more relaxed atmosphere.

PROGRAM GOALS - 30-40 MONTHS

1. To provide a wide variety of age appropriate activities, within a routine, that draw from the curriculum areas of: art, math, science, cooking, music and movement, large muscle, practical life, social studies, dramatic play, language arts, and manipulative activities.

2. To provide a nuturing, flexible, and calm atmosphere where physical affection is freely given, self-concept is enhanced, independence is encouraged and expectations are made clear.

3. To develop staff potential through proper supervision by making expectations clear, following through to see that expectations are met, and utilizing staff input and their abilities.

4. To be supportive of parents encouraging involvement, encouraging open and honest communication while using tact and discretion.

5. To establish room awareness among staff so that a safe environment is always present both indoors and out.

6. To meet each child's physical needs while setting the stage for future independence in self-care.

7. To provide ample opportunity for the use of large motor skills and outdoor activity.

8. To provide an atmosphere where the foundations of respect for others is established.

9. To encourage social development though cooperative play.

10. To establish respect for the equipment and materials.

11. To establish an observation system in which notes on children are kept.

PROGRAM GOALS FOR CHILDREN - DEVELOPMENTAL I

1. To promote emotional growth.
   a) To build self-confidence and a sense of self-worth by allowing choices within limits and to build in successful experiences.
   b) To provide a warm accepting environment for the children to work and play in.
   c) To encourage curiosity and a sense of wonder with emphasis on self-motivation.

2. To promote social growth.
   a) To promote and instill a sense of caring for and sensitivity towards others.
   b) Recognition of group needs vs. individual differences.

3. To promote intellectual growth.
   a) To instill a sense of curiosity.
   b) To provide an atmosphere where children discover and explore - to teach independence through teaching <u>how</u> and <u>where</u> to find solutions.
   c) To provide a wide variety of activities within a routine where cooperative play is encouraged. Curriculum areas of art, math, science, cooking, music and movement, large muscle, practical life, dramatic play, language arts and fine motor activities. Through these activities, children are learning to be able to trust their own feelings about what they learn, hear, see and do and to begin sharing these experiences with others.

4. To promote physical/motor development.
   a) For children to use their bodies in a variety of active ways by participating in fine and large motor activities both indoors and outdoors.

PROGRAM GOALS - DEVELOPMENTAL II, 4-5 YR. OLDS

1. To meet each child's physical needs while encouraging independence in self care.

2. To provide an atmosphere in which children have respect for others.

3. To establish respect for the equipment and materials.

4. To provide a relaxed, loving, and calm atmosphere where self-concept is enhanced, independence and choices are encouraged, and self-discipline is gained in an environment when he/she knows the limits and expectations.

5. To provide a wide variety of activities within a routine, where cooperative play is encouraged. These activities should be drawn from the curriculum areas of: art, math, science, cooking, music and movement, large muscle, social studies, practical life, dramatic play, language arts, and manipulative activities.

6. To develop in the child an active curiosity about the world in which he/she lives and an enthusiasm for learning which stimulates exploratory behavior and creativity.

7. To develop in each child an appreciation for beauty and nature.

8. To provide ample opportunity for the use of large motor skills and coordination though physically active play either indoor or outdoor activity.

9. To establish an observation system in which notes on children are kept.

10. To establish room awareness among staff so that a safe environment is always present both indoors and out.

11. To be supportive of parents encouraging involvement, encouraging open and honest communication while using tact and discretion.

12. To develop staff potential through proper supervision by making expectations clear, following through to see that expectations are met, and utilizing staff input and their abilities.

PROGRAM GOALS - MONTESSORI

1. To meet each child's physical needs while encouraging independence in self care.

2. To provide a nurturing atmosphere in which children have respect for others and respect for themselves.

3. To provide a calm, warm, loving and nurturing atmosphere for the child to feel secure in.

4. To continue the respect and care for equipment that is so much a part of the Montessori method.

5. To offer a wide variety of activities within the Montessori curriculum including: practical life, sensorial, language, math, Introduction to the Community, art, music and movement, science (biology, physics), dramatic play. Encouraging cooperative play.

6. To encourage curiosity within each child giving them room to discover and explore things, in return gaining independence.

7. To provide ample opportunity for the use of large motor skills for indoor and outdoor activity.

8. To establish an observation system in which notes on children are kept on a daily basis.

9. To be supportive of parents encouraging involvement, encouraging open and honest communication while using tact and discretion.

10. To develop staff potential through proper supervision by making expectations clear, following through to see that expectations are met, and utilizing staff input and their abilities.

11. To encourage staff to be aware of the room and surroundings so we can make a safe environment for our children.

PROGRAM GOALS - SCHOOL AGE, ALL DAY CAMP

1. To provide a loving and relaxed environment where the children's physical and emotional needs are met.

2. To establish an atmosphere of respect for others and self.

3. To establish respect for the equipment and materials.

4. To help the children develop self control and a clear understanding of the expectations in this environment.

5. To provide a routine that allows for the kind of activities that the children might be involved with if they were at home.

6. To provide an environment where the children will develop an enthusiasm for learning, exploring, and creativity through the use of constructive play activities in the areas of: art, drama, literature, cooking, music and movement, social science, woodworking, large motor, science, manipulative activities, and field trips.

7. To provide ample opportunity to develop coordination and large motor skills through physically active and outdoor play.

8. To establish room awareness among all staff to insure that a safe environment is always present both indoors and out.

9. To establish an observation system in which notes on children are kept.

10. To be supportive of parents encouraging involvement, encouraging open and honest communication while using tact and discretion.

11. To develop staff potential through proper supervision by making expectations clear, following through to see that expectations are met, and utilizing staff input and their abilities.

12. To provide an opportunity to become independent and responsible through self directed and individualized activities.

13. To provide the children with appropriate alternatives to angry and aggressive behavior.

14. To learn how to participate and function well in a group.

PERSONNEL POLICIES

HIRING PRACTICES

The Day Care Center promotes the hiring of qualified individuals without regard to race, color, creed, sex, age or national origin, provided they meet the requirements established by the Center for the job.

Prospective employees will be required to fill out an application for employment, followed by a screening interview with the Personnel Director. The prospective employee may be required to return for a try-out in the classroom.

Final selection of an employee shall be the responsibility of the Executive Director, in consultation with, and on the recommendation of the Personnel Director and the Director of Day Care Services.

The Center will maintain a personnel file for each employee, containing an application for employment form, health form, references, evaluations and correspondence. This is accessible to the employee.

WORK SCHEDULE

The Center will be open year round, except for the following Holidays:

New Year's
Memorial Day
Fourth of July
Labor Day
Thanksgiving Day
Friday After Thanksgiving
Christmas

The regular work week for a full time employee will be 40 hours. A part-time employee may work as few as 2 hours and as many as 7 hours per day.

An agreement will be reached prior to employment on the hours to be worked by each employee. Working hours will fall somewhere between the hours of 6:30 a.m. and 6:00 p.m.

Each employee will be hired to work a specific number of hours.

It should be noted that staffing at the Center is directly related to the number of children enrolled. If the enrollment decreases, it is possible that the

number of hours worked by staff would be reduced. In such a case, the employee would be paid only for the actual number of hours worked.

An employee forced to remain at the Center after 6:00 p.m. because a child has not been picked up is to be paid by the parent at the rate of $3.00 per each quarter hour he or she is forced to remain overtime. This amount is to be kept by the employee as compensation.

TIME CARDS

Time card must be clocked in on a daily basis. At the end of the pay period each time card is to be signed by the employee and turned in to the Personnel Director. The Personnel Director is responsible for reviewing and initialing each time card.

EVALUATIONS

There will be a 90 day probationary period for all new employees; and old employees in a new position. The employee will receive a performance evaluation at the end of 90 days.

The employee will be evaluated yearly on the anniversary date of his/her employment. The employee will evaluate his/her own performance in writing. The employee's immediate supervisor and the Personnel Director will also prepare a written evaluation of the performance of the employee. The evaluation will be fully discussed with the employee. The employee will have the opportunity to read the evaluation and to sign it, signifying that he/she has read it. The employee may accept the evaluation or write a statement concerning any points on which he/she disagrees. The evaluation and any statement(s) will become a part of the employee's personnel file.

EXPENSE REIMBURSEMENT

Employees will be reimbursed at the rate of twenty cents (20¢) per mile for expenses incurred while using their car for Center business. Reimbursements will be made at the end of the month.

STAFF TRAINING & DEVELOPMENT

The Center supports the growth and development of staff as follows:

a) Continuing education.
b) Conferences and seminars directly related to the staff person's job.
c) In service training.
d) Consultation

All requests for continuing education, conferences and consultation will be submitted in writing to the Personnel Director. The Center will reimburse such requests, in order of receipt, to the extent that budgeted funds are available.

In the event funds are not available, the employee may request conference and seminars time, for which the employee will assume the expense.

VACATIONS & HOLIDAYS

Salaried employees and full and part time employees are eligible for paid vacation.

Full time employees will receive two weeks paid vacation after the first year of employment and three weeks paid vacation thereafter. After ten years of employment, full time employees will receive four weeks paid vacation.

Employees working on a part time basis (under 25 hours per week) will receive one week vacation the first year. One additional vacation day will be granted each year they remain with the Center, to a maximum of ten days paid vacation.

Employees working on a part time basis (between 25 and 35 hours a week) will receive one week vacation the first year; 8 days vacation after the second year; and ten days vacation after the third year.

Vacation credit will be earned at the rate of one day per month, accumulating to the maximum vacation benefit for that year after the initial three months of employment. There will be no cash payment for vacation time earned but not taken.

Vacation may be taken only after the employee has been a member of the staff for one year.

Staff personnel should request vacation time in writing, at least two weeks in advance so that the Personnel Director may schedule for substitutes.

The accounting department will maintain a monthly record of vacation time earned by each employee.

Employees on salary shall receive holiday pay for Center scheduled Holidays.

Employees working part time will receive holiday pay for those hours for which they are hired.

It is important to note that the Center will not close because of inclement weather, such as snowstorms.

The maximum amount of sick leave paid will be 12 days per year for full time employees, and 6 days for part time employees. An employee must work a minimum of three months before being eligible for sick leave. After three months, sick leave is retroactive to the first day of employment. Sick leave will be earned at the rate of 1 day per month to the maximum permissible for the year.

Sick leave may not be used in advance. Sick leave may be accumulated up to 60 days.

Sick leave is a method of providing compensation to the employee during a time of legitimate illness. The practice of taking sick leave as "vacation time" in lieu of illness is not acceptable. Accumulated sick leave is not payable at time of employment separation.

It is the responsibility of the employee to notify the Personnel Director as early as possible when taking a sick day.

In the event of short or long term disability, the position will be held a maximum of 16 weeks. Said disability must be substantiated at regular intervals by an approved physician. When compensated sick, personal, and/or vacations days have been used, non-compensated time may be taken to a maximum of 16 weeks with no loss of seniority. The Center will continue to pay health premiums for the employee; dependent coverage premium should be paid by the employee.

61

PERSONAL LEAVE

Personal leave will be granted at the rate of two days per year.

The Personnel Director should be contacted to request a personal leave day.

Personal leave days may not be accumulated.

DEATH IN THE FAMILY

In the case of death of an immediate family member, ie. spouse, children, parents, brother, sister, an employee may be granted three (3) days leave with pay. In the case of death of a relative, ie. stepchild, grandparent, parent in law, aunt, uncle, an employee may be granted one day leave with pay. If more than three days are needed, the employee may be granted vacation time or leave without pay.

There will be a maximum of three such requests granted a year. Additional personal requests may be granted after approval by the Executive Director.

MATERNAL LEAVE

Standard policy will apply to an employee terminating employment due to pregnancy.

Prior to birth of child, accumulated sick, personal, and/or vacation days may be used to maximum available. Following the birth of the child, a maximum of 12 weeks, either compensated through the use of accumulated sick, personal, and/or vacation days or uncompensated if no compensated days are available.

The position will be held for a maximum of 16 weeks with no loss of seniority. The Center will continue to pay the employee's share of the health insurance premium; independent premium will be paid by employee.

LEAVE OF ABSENCE

Leave of absence will be granted at the discretion of the Executive Director and the approval of the Board for reasons of personal crisis. Short term is 30 days and long term is a maximum of 16 weeks.

When compensated sick, personal and/or vacation days have been used, non-compensated time may be taken with no loss of seniority. The Center will continue to pay health insurance premiums for the employee; dependent coverage premiums should be paid by the employee.

INSURANCE

All employees working a 20 hour week are eligible for health insurance. Insurance premiums will be paid by the Center.

Employees may procure additional coverage for their families. The employee pays the additional cost for this type of coverage.

Each employee eligible for insurance will receive a booklet outlining in detail health and life insurance benefits.

RESIGNATION AND TERMINATION PROCEDURES

An employee may be terminated by the Personnel Director and/or the Executive Director for gross negligence in performing required duties, failure to provide quality performance, or serious breach of operating rules. The administration recognizes that adequate learning time is to be given to all employees and that guidance and instruction is a necessary part of staff training.

All employees will be counseled where there is a deficiency in performance and every effort will be made to help the employee solve a problem.

There is one exception to this rule. Any employee who strikes a child or subjects a child to corporal punishment shall be subject to IMMEDIATE DISMISSAL.

Subjecting a child to humiliation, ridicule, depriving a child of a meal, or using abusive language towards any child shall be considered a grave error in judgment and shall constitue grounds for placing an employee on probation or for dismissal.

The Executive Director and the Directors shall be available at all times to discuss any problems which may arise and to assist the employee to solve

such problems whenever possible.

Unauthorized absence(s) shall be grounds for dismissal. The employee must obtain permission from the Personnel Director to be absent and must work out a plan for coverage of the employee's responsibilities while he/she is gone.

All compensation due an employee will cease during the time of an unauthorized absence.

Should the number of children enrolled at the Center decrease, employees may be asked to take time off until enrollment reaches a normal level. Employees will be asked to take time off based on seniority.

Every effort will be made to schedule vacations in such a way that time off will not pose a hardship on any staff member.

Should an employee be terminated, he or she will be informed of the reasons for dismissal and will have the opportunity to discuss this behavior and reasons for such behavior with the Personnel Director or with the Executive Director.

All staff members should take their grievances to the Personnel Director. If not satisfied, the Executive Director should be contacted. Finally, the Board may be contacted.

The Personnel Director will discuss with the Executive Director the reasons for planning to dismiss an employee prior to taking such an action.

DAY CARE CENTER

STAFF REGULATIONS

When a group of people are working together, it is necessary to have a common rules of conduct so that actions of one individual will not be detrimental to other staff persons or the Center. The purpose of these rules is not to impose unfair restrictions or limit the rights of anyone, but to define and protect the rights of all who work here, and to insure that all staff work under the same conditions.

RULES REQUIRING IMMEDIATE DISCHARGE

Most rules involve common sense and accepted standards of good conduct. Violation of the following rules is considered serious and will result in discharge without prior warning:

1. Striking or abusing a child, humiliating a child, withholding food from a child as punishment.
2. Abuse or inconsiderate treatment of parents, staff or visitors.
3. Unauthorized removal of property.
4. Unauthorized removal of records or unauthorized divulgence of parents', children or Center confidential information.
5. Punching someone else's time card or having someone punch yours.
6. Refusal to perform assigned work or follow instructions.
7. Gross carelessness or negligence.
8. Willful destruction of property.
9. Sleeping during working hours.
10. Coercing or inciting others to limit work performance or engage in any practice in violation of Center rules.

OTHER RULES

In addition to the basic rules listed above, there are other rules which require disciplinary action if violated. These rules include the following:

1. Work Time

Work time is for work. Any conduct which interferes with the work time of a staff person will not be toletated. Also, staff are not permitted to leave work areas during work time without permission of their supervisor. Work time does not include recognized breaks.

2. Work Performance

Employees are expected to put in a fair day's work. Unsatisfactory work, poor performance, producing work below standard, loafing or excessive time away from the job, permitting avoidable waste, and lack of cooperation jeopardizes our children and other staff.

3. Care

All children, parents and visitors should be treated with kindness, friendliness, patience and respect. Staff should refrain from gossip, loud talking and other unnecessary noise and forms of conduct which could disturb the program and detract from the professionalism of the Center.

4. Information Regarding Children

It is contrary to the interest of the Center and those we serve to give out information regarding children and their parents. Such information should be held in strict confidence and should not be discussed with anyone outside of the Center. Inside the Center, such information should be discussed only when it will benefit the care we offer the children and the parent. Refer any inquiries on children, their performance, and parents to the office.

5. Absenteeism or Tardiness

A staff person should notify the Personnel Director or their own Head Teacher as soon as possible (preferably the night before) if he/she is to be absent, in order that a replacement may be arranged. The reasons for the absence should be given.

Staff are expected to have a regular attendance record.

Excessive, habitual and unauthorized absence and tardiness is disruptive to the care of the children and creates a burden on other staff. The act of calling does not in itself constitute an excuse for absence.

The practice of taking time off without pay is frowned upon, since staff are hired ona year-round position (unless otherwise specified) and all staff are granted benefits (see personnel policies), as well as six paid national holidays, the day after Thanksgiving and the last day of August (also paid).

Staff must be in their classrooms on their job, ready to perform their assigned job at the starting time of their assigned shift.

6. Safety

Every caution must be taken to guard against accidents to children and other staff. It is the responsibility of every staff person to correct unsafe conditions such as liquid, food, paper, extension cords, etc. on the floor or any other condition which could cause an accident. Report unsafe conditions and fire hazards immediately if you are unable to correct them. All accidents should be reported in writting immediately.

7. Fire Rules

It is the responsibility of all employees to understand their role in an emergency. This includes understanding and familiarization with location and operation of fire alarm boxes, location and operation of fire extinguishers,

7. Fire Rules Cont'd

reporting a fire to the fire department, and knowledge of all fire exits.

8. Smoking

Employees may smoke only during breaks in designated areas.

9. Coffee Cups

Staff should not drink coffee while performing their duties in the classroom. They may have coffee with their meals or during coffee breaks.

10. Telephone Calls

Center telephones are for business purposes. In order that Center phones may be free to conduct Center business, the use of phones for personal reasons should be limited to emergency situations.

Staff may not receive telephone calls while they are on the job in the classrooms. Telephone messages will be taken and left on the "Phone Messages" board by the time clock.

11. Time Clock and Overtime

In order to avoid problems with Wage and Hour Board regulations, staff members should not punch in before seven (7) minutes before their starting time or seven (7) minutes after their quitting time. Any overtime must be authorized by the Personnel Director.

GUIDELINES FOR CORRECTIVE ACTION

A. Step One

In the event of a violation of any rule (other than rules requiring immediate discharge) in the first instance, the employee is to be verbally counseled by his/her Head Teacher, making it clear what the staff person did, what rule or practice he/she is not in compliance with, why the rule exists and the need for compliance.

B. Step Two

In the event a similar action is repeated within a year, another discussion with the staff person will be held by the Personnel Director.

Again the reason for the rule and the need for compliance will be explained. At that time the staff person will be placed on probation. A written Caution Notice will be given to the staff person, and a copy will be placed in the employee's personnel folder. It will be explained to the staff person that continued violation of the same or similar offense will result in termination.

C. Step Three

In the event there is another incident involving the same or similar offense within one year of the second occurrence, the employee will be terminated. A statement to this effect shall be placed in the staff person's file folder, to be signed by the employee. If the employee refuses to sign

the Notice, a notation to that effect will be placed on the form and signed by the Personnel Director.

The administration of corrective action frequently requires considerable judgement. The above procedures are guidelines and these guidelines may or may not be followed exactly depending upon the severity of the offense, length of service, attitude and intent of the staff person to correct his/her performance, mitigating circumstances, and similar reasons. The Executive Director should be contacted in questionable instances.

Occassionally there may be staff members who fail to respond to the intent of this policy and continue non compliance past the time periods contained in the above paragraphs, or who violate different rules on different occassions, or who are unwilling or unable to comply with the rules, or who obviously will not be a desirable staff member. The following are additional guidelines for discharge:

1. After two (2) written Caution Notices for any cause in a period of one (1) year: the staff person is discharged on the third offense.

2. After three (3) written Caution Notices in a two (2) year period: the staff person is discharged on the fourth offense.

3. After four (4) written Caution Notices: the staff person should be terminated on the next offense.

EXECUTIVE DIRECTOR

Purpose: The Executive Director provides leadership to the agency. Recommends policies, priorities, projects, programs and budgets within the area of the community service for which the agency has received a social mandate. Develops and administers the agency's capabilities to offer day care programs in accordance with the philosophies and policies outlined in the By-Laws and within the budget available.

KEY RESPONSIBILITIES

Board of Directors

1. Assists the Board to take effective action to inform the community, by keeping informed about changing needs and concerns within the agency's area of community service responsibility.
2. Exercises leadership within the community to deal with changing needs and concerns.
3. Keeps advised about potential financial resources from which to draw support for agency programs and projects.
4. Assists the Board in developing appropriate financial resources to achieve the agency's objectives.
5. Serves as a resource person to the Board.
6. Provides factual data and expert opinion as required for effective Board deliberation and decision making.
7. Assists the President in the preparation of agendas for meetings.
8. Attends all Board meetings.
9. Recommends fiscal policy. Prepares budget projections.
10. Insures compliance with agency policy as set by the Board of Directors.
11. Insures compliance with local, state and federal regulations governing children, personnel, property, and insurance liability.

Administration

1. Insures the preparation of policy interpretation.
2. Insures the preparation of procedure statements and manuals.
3. Insures the development of record-keeping and data retrieval systems essential to effective administration and to the operation of the programs.
4. Insures the development of inventory control practices and procedures for non-expendable equipment and expendable supplies.

Financial Administration

1. Maintains fiscal control of the agency's finances.
2. Monitors accounts receivable, accounts payable and cash flow.
3. Supervises all audits.
4. Develops and contacts prospective funding sources. Is responsible for all funding contracts. Makes budget presentations to the Township and to other funding sources, as needed.
5. Monitors all funding sources.

Personnel Administration

1. Develops and periodically reviews an effective, efficient administrative structure.
2. Insures the development of a staffing plan that clearly delineates and defines position functions.

Personnel Administration Cont'd

3. Insures the development and periodic review of a wage and salary administration program that insures similar remuneration for similar responsibility, education and experience.
4. Insures the preparation of written personnel policies and practices and agency-wide adherence to them.
5. Insures agency-wide compliance with federal, state and local laws and regulations covering equal opportunity employment, mininum wages and the like.

Supervision

1. Develops supervisory standards for the agency. Insures agency-wide adherence to the standards.
2. Supervises directly the agency directors. Hires, orients and evaluates their performance. Makes salary adjustments for, and terminates the above persons and other agency personnel.
3. Authorizes the agency directors to hire, make salary adjustments for, and to terminate subordinates after consultation with the Executive Director.
4. Supervises the development of in-service training programs for the agency's staff.
5. Interprets policy set by the Board to the directors and staff.

Public Relations

1. Develops an atmosphere of support for the agency within the geographic program area of the community.
2. Maintains liaison with community agencies, organizations and ethnic groups.
3. Assists colleges and universities in teacher training and internship programs.
4. Acts as a resource person for other township, state and federal programs.
5. Make speeches; prepares news releases; writes articles; develops brochures.

General

1. Shapes the programs; leads; coordinates; makes decisions; developes and maintains a quality agency.

Reporting Relationship

1. Reports directly to the Board of Directors.
2. Director of Day Care Services, Personnel and Programs Director, office personnel and accounting personnel report to Executive Director.

Limits of Authority

1. Must have prior commitments
   a. to set agency policy
   b. to set fiscal policy.
2. May take action but must inform
   a. when re-organizing the agency's administrative structure
   b. when revising wage and salary programs
   c. when re-writing job descriptions, personnel policies and practices
   d. when hiring and terminating agency directors.

Limits of Authority Cont'd

3. May take action without informing
   a. when insuring preparation of procedure statements and manuals; record keeping and data retrieval systems; inventory control practices and procedures
   b. when maintaining fiscal control of the agency's finances, including funding
   c. when insuring the development of agency programs; staffing plans; and agency compliance
   d. when developing supervisory standards, supervising directors; insuring the development of in-service training programs
   e. when interpreting Board policy to agency personnel
   f. when developing a public relations image for the agency; acting as a resource person; making speeches; writing articles
   g. when leading; coordinating; making decisions; developing and maintaining a quality agency.

Job Requirements

1. Knowledge of children's physical, emotional and developmental patterns.
2. Knowledge of general learning theories and curriculum development alternatives.
3. Demonstrated ability to administer a program and budget of comparable scope and complexity.
4. Demonstrated professional skills in the areas of curriculum planning, in service staff training, program goal setting, lesson plans, and establishing procedures for evaluating the progress of individual children.
5. Demonstrated ability to develop new and imaginative programs within the field of early childhood.
6. Demonstrated ability to discern when enrolled children may need special medical or psychological help.
7. Ability to delegate authority judiciously.
8. Articulate in making prepared and extemporaneous talks.
9. Evidence of emotional maturity and stability.
10. Highly demonstrated personal integrity.

Educational Requirements

A Master's degree in Day Care Administration or Early Childhood Education; five years experience as an administrator in the field of early childhood in an organization of comparable scope; knowledge and experience in the fields of management and finance; experience as a pre-school teacher.

DIRECTOR OF DAY CARE SERVICES

Purpose: The function of the Director of Day Care Services is to provide the Center with effective programs, to provide referral services to parents, and to supervise the day to day implementation of the programs.

Key Responsibilities

1) Supervise the program on an ongoing basis in all classrooms. Observe and evaluate programs, act as a resource person for head teachers, provide in-service training and workshops as needed for staff development, assist teachers with formal parent-teacher conferences.
2) Recruit children, process applications, establish residency requirements and income level, determine tuition, place children, set starting dates, maintain maximum enrollment. Inform parents of Center policies. Maintain records of children's starting dates, termination dates and vacations. Inform bookkeeper of this information. Screen applicants for Title XX and food program eligibility.
3) Confer with any parent who expresses a complaint or concern verbally or in writing. Meet with any parent whose child is experiencing difficulty or whose child is targeted for intervention, be it medical, educational or psychological. Monitor communication between teachers and parents.
4) Coordinate the purchase of supplies and equipment, maintain inventory of same.
5) Conduct monthly meetings for all staff, conduct weekly meetings for head teachers, conduct meetings for assistant teachers and aides as needed.
6) Work with dietary staff to assure that food program is meeting nutritional needs of all children.
7) Organize and prepare a Center newsletter to be distributed quarterly to parents and community agencies.
8) Maintain good communication lines with other agencies in the community.

Reporting Relationship

1) Reports to Executive Director.
2) Head Teachers report to Director of Day Care Services in matters relating to programs.
3) Informs Director of Personnel of ongoing activities.
4) Informs bookkeeper of changes in attendance/enrollment.

Limits of Authority

1) Must have prior commitment
   a. to deviate from Center policy
   b. to designate families as "special cases". A "special case" family may be so designated because extenuating circumstances indicate that tuition rates should be lowered either temporarily or permanently.

Limits of Authority Cont'd

c. Has authority to order supplies and equipment within given budget for the year. All purchase orders must be initialed by Executive Director.

2) May take action but must inform
   a. when scheduling special conferences with parents.
   b. when establishing number of families eligible for Title XX - Child Care Food Programs.
   c. when attending meetings outside of Center.
   d. when dealing with a teacher who is having difficulty with a child in the classroom.
   e. schedule of work time, improvements in program, agenda of meetings, problems in relation to parents and evaluation of teachers.

3) May take action without informing
   a. scheduling of intake interviews.
   b. notifying bookkeeper and teachers of changes in enrollment.
   c. communicating Center policy to parents.

Requirements

A.B.S. or Masters in Early Childhood Education or Day Care Administration and three years experience in an administrative position.

* Knowledge of children's physical, emotional and developmental patterns.
* Sensitivity to the individual and group needs of children. A joyful approach to the child.
* Evidence of emotional maturity and stability.
* Sufficient maturity and good judgement to function in crisis situations.
* Ability to seek supervision and use it constructively.
* Ability to create an atmosphere of positive and appropriate discipline.
* Sensitivity to individual needs of parents.
* Ability to communicate with parents effectively.

PERSONNEL DIRECTOR

Purpose: The function of the Personnel Director is to recruit, hire, and assist people in working to capacity at the Day Care Center.

Key Responsibilities

1) Recruit, hire, and interview staff. Final approval is given by Executive Director.
2) Provide orientation for new staff which includes reviewing with them their job description, staff rules, and personnel policies of the Center.
3) Present and review staff manual, personnel policies, insurance benefits, and Crusade of Mercy.
4) Meet and evaluate all staff members twice annually, six months after their anniversary date and another evaluation, one month before their anniversary date.
5) Maintain personnel records on changes in classification, rates, etc. Keep track of vacation, sick, and personal time earned and taken.
6) Review time cards for each pay period and provide totals to bookkeeper.
7) Meet with all staff members at the end of their probationary period.
8) Maintain control of personnel costs, as they relate to the budget, on a month to month basis.
9) Staffing the Day Care Center - Being responsible for who works what hours, having substitutes available, and monitoring the requests for vacation and personal days.
10) Arranging conferences with individual staff members who are having difficulties with other staff members who have personal problems related to the job. Mediating problems between two colleagues or teacher and assistant teacher and aide.
11) Schedule and supervise volunteers and workers referred by community agencies.

Reporting Relationship

1) Reports to Executive Director. In absence of Executive Director reports to Director of Day Care Services.
2) Other relationships - informs Director of Day Care Services of ongoing activities.

Limits of Authority

1) Must have prior commitment to hire, to fire, and to spend money.
2) May take action but must inform - place ads for new employees, confer with staff, to attend meetings outside of Center, to change staff hours.
3) May take action without informing - call in substitutes, change schedule of volunteers, update personnel files, review payroll cards.

Requirements

A B.S. or M.S. degree with at least three years experience in an administrative day care position.

* Ability to supervise a staff of varying educational and experimental backgrounds.

Requirements Cont'd

* Sensitivity to the individual and group needs of children.
  A joyful approach to the child.
* Sufficient maturity and judgment to function in crisis situations.
* Ability to seek supervision and use it constructively.
* Ability to create an atmosphere of positive and appropriate discipline.

SCHOOL-AGE COORDINATOR

Job Description

Responsible for operating a School-Age Program for children in a manner that contributes to their growth and development.

Orienting, supervising, and evaluating all Program Personnel.

Developing and coordinating an on-going plan of activities for the School-Age Program.

Position Responsibilities

1. Participate in interviewing staff and assist the Programs Director in making a final decision.
2. Supervise and provide input for evaluating all School-Age personnel, paid and volunteer, assigned to the Program.
3. Develop and execute an on-going program of in-service training.
4. Assist Programs Director in scheduling assignments of School-Age Program personnel.
5. Plan and conduct regular and called meetings of the School-Age Program staff.
6. Participate in classroom staff meetings.
7. Develop and execute an on-going program of group activities that contribute to the care, growth, and development of the children in the School-Age Program.
8. Coordinate the School-Age Program classrooms.
9. Make recommendations for placement of children in groups based on age, temperment or ability.
10. Communicate appropriate information to public and private school personnel as needed.
11. Maintain a physical environment that conforms to governmental and state standards of safety and cleanliness and that is conducive to the optimal growth and development of the children in the School-Age Program.
12. See that the School-Age classrooms operate in conformity with standards for the physical safety and well-being of the children and adults in the School-Age Program.
13. Keep all storage areas clean and orderly.
14. Teach groups of children as required.
15. Supervise the record keeping for the School-Age Program.
    a. Records of the children's attendance and progress.
    b. Keep a record of all formal conferences held between parents and teachers.
    c. Provide individual conferences between parent and teacher or other staff members as needed.
16. Follow and suggest procedures for evaluation of each child's progress and ways of stimulating parent involvement in School-Age programs, including conferences to discuss the child's development.

SCHOOL-AGE COORDINATOR CONT'D

17. Maintain and update School Age files.
18. Transport children as needed.
19. Report both verbally and in writing to the Executive Director, the Director of Social Services, and the Director of Programs and Personnel.
20. Establish good relations for the Center with the community.

Requirements

A B.S. or Masters in elementary education, social work, or a related field and

* Ability to supervise a staff of varying educational and experimental backgrounds.
* Sensitivity to the individual and group needs of children. A joyful approach to the child.
* Understanding of the needs of children in a School-Age day care program.
* Sufficient maturity and judgment to function in crisis situations.
* Ability to seek supervision and use it constructively.
* Ability to create an atmosphere of positive and appropriate discipline.

TEACHER

Purpose: To provide a warm, nuturing, safe and loving environment where self concepts are enhanced, independance encouraged and individuality respected.

Key Responsibilities:

1. To offer a program that meets the emotional, physical, intellectual and social needs of both the individual and the group.
2. To interact with the children and to encourage their involvement in activities.
3. To prepare a warm and safe environment that is orderly, clean and appealing and permits the child to grow and to explore.
4. To plan with the assistant teacher weekly lesson plans based on a curriculum outline. To provide aides with the opportunity to have imput in the program.
5. To supervise, train and evaluate staff.
6. To establish and maintain good communications with parents through parent conferences twice a year and on a daily informal basis.
7. To observe, record and report significant individual and group behavior.
8. To use appropriate and positive discipline and to train staff so that discipline is consistent.
9. To maintain all records and files.
10. To keep staff informed of program goals and developments both with children, parents and administration.
11. To attend monthly staff meetings.
12. To order new equipment and supplies; to prepare materials needed in program.

Reporting Relationships:

a) Reports to Personnel and Programs Director on any staff or program matters.
b) Reports to Director of Day Care Services in regard to children and/or parents.
c) Summer day camp personnel report to School Age Coordinator.

Limits of Authority:

1. May take action without informing - assign staff responsibilities within program; change a scheduled daily activity; change room arrangement; discipline child; discuss child's activity with parent.
2. May take action but must inform - call parents about sick child; change curriculum for program; leave the building with children.
3. Must have prior commitment to - transfer child to another class; remove a staff person; order new equipment; release child to unauthorized person; take time off; refer parent to outside resourses; change shift hours of staff or teacher.

Requirements:

A degree in early childhood education or related field.

* Ability to relate joyfully and sensitively to children.
* Evidence of emotional maturity and stability.
* Evidence of sufficient security and judgment to handle crisis situations and to use supervision constructively.

Requirements Cont'd.

* Physical stamina.
* Ability to recognize and to record significant individual and group behavior.
* Ability to supervise aides and other personnel.

Time Commitment:

40 hrs. a week maximum.

79

ASSISTANT TEACHER

Purpose: To assist the teacher in providing a warm and nuturing environment in which the child can grow physically, emotionally and intellectually.

Key Responsibilities:

1. To provide the children with a safe, loving and nuturing environment.
2. To meet the children's needs in all areas - physical, emotional, social and intellectual.
3. To prepare with the head teacher the weekly lesson plans and to provide the materials needed for the projects.
4. To carryout appropriate and positive discipline as established by the head teacher.
5. To see that the program goals are implemented.
6. To function and help build a supportive team.
7. To maintain a room arrangement that is safe, inviting, interesting and stimulating.
8. To be sensitive and responsive to parents and to act as a resource person for them.
9. To attend monthly staff meetings.
10. To assist in record keeping for the classroom.

Reporting Relationships:

1. Reports to nead teacher of program.
2. In absence of head teacher, reports to Personnel & Program Director or Director of Day Care Services.

Limits of Authority:

1. May take action without informing - discipline a child, discuss child's activity with a parent.
2. May take action but must inform - call parents about a sick child.
3. Must have prior commitment to - remove a staff person, change work time, take time off.

Requirements

Bachelor's or Associate degree in early childhood or related field.

* Ability to relate joyfully and sensitively to children.
* Evidence of emotional maturity and stability.
* Evidence of sufficient security and judgment to handle crisis situations.
* Physical Stamina

Time Commitment:

40 hrs. a week maximum. Minimum - 20 hrs. a week.

TEACHER AIDE

Purpose: To assist teacher and assistant teacher in providing a warm and nuturing environment in which the child can grow physically, emotionally, socially and intellectually.

Key Responsibilities:

1. To interact, initiate and encourage the children in the activities during the day.
2. To help the children control behavior using a positive appropriate approach; always to use a consistent technique.
3. To provide nuturing but to help the children become independent.
4. To promote integral learning during meal times; to help the children learn good social skills.
5. To maintain good communication with parents and to make each parent feel at ease at the Center.
6. To assist the teacher and assistant teacher in planning activities for the group and to offer suggestions and information about the children.
7. To develop a cooperating and supportive attitude within the room.
8. To assist the head teacher in record keeping by passing on observations regarding the children's health, behavior and development.
9. To attend monthly staff meetings and weekly meetings held by head teacher.

Reporting Relationships:

1. Reports to head teacher of program.
2. In absence of head teachers, reports to Personnel & Program Director or Director of Day Care Services.

Limits of Authority:

1. May take action without informing - conduct program as planned.
2. May take action but must inform - any unusual incidents or accidents while head teacher is absent, discipline child, discuss child with parent.
3. Must have prior commitment to - change planned activities, change hours of work, set up meeting with parent, express a viewpoint contrary to teacher's.

Requirements:

High school diploma and six semester hours of early childhood education. Two years experience in the field of child care may be substituted.

* Ability to relate joyfully and sensitively to pre-school children.
* Evidence of enough security and judgment to handle crisis situations.
* Evidence of emotional maturity and stability.
* Sensitivity to children's individual needs.
* Ability to use appropriate and positive discipline.
* Dependability

Time Commitment

2-8 hours per day depending on scheduling and Center's needs.

Head Bookkeeper

Purpose: The Head Bookkeeper is responsible for monitoring the financial affairs of the Center in accordance with standards set by the State of Illinois, the federal government, the Board of Directors, and the Executive Director.

Key Responsibilities

(1) Monitor three operating accounts; also Petty Cash transactions, the Friends Account, Matching Title XX Account, and Savings Account.

(2) Accounts Receivable
   a. Maintain records on income from Government Funds, Township Revenue, and others. Interpret and follow through on instructions pertaining to funding regarding reimbursement methods, etc.
   b. Supervise work performed by Bookkeeping Assistant in recording and handling tuition receipts, Title XX records, etc.; and being able to perform these functions if necessary.
   c. Follow up on funds not received.
   d. Keep track of Matching Title XX Funds and determine what is needed from Elk Grove Township.
   e. Prepare requests for funds from the Township each month.
   f. Work with Director of Day Care Services on matters dealing with tuition from parents; and Title XX, D.C.F.S., Food Program reports and supporting data.

(3) Accounts Payable
   a. Keep track of all bills to be paid, classifying type of expense; pay bills and prepare Accounts Payable information at the end of each month.
   b. Assist Executive Director in determining cash needs for operation of Center and scheduling disbursements in conformance with cash receipts.

(4) Payroll
   a. Prepare payroll information from approved time cards for computer. Break down time and dollars for Holidays, Sick, Vacation, and Personal time taken.
   b. Maintain personnel records on changes in classification, rates, etc., transferring this information to computer sheets for payroll. Keep track of Vacation, Sick, and Personal Time earned and taken.
   c. Verify computer print out sheets on receipt of payroll. Transfer information to Payroll Journal. Distribute payroll to employees.
   d. Handle Payroll Tax Withholdings, making payment for Federal and State Taxes, and United Way Donations. Handle deposit for I.R.A. deductions.
   e. Prepare quarterly Federal, State, and Unemployment Tax Reports; and W-2's at year-end.
   f. Work with Personnel and Programs Director on matters dealing with personnel records, payroll, and providing figures for budget purposes.

(5) General Ledger
   a. Set up Chart of Accounts in accordance with Accounting Requirements from the State of Illinois.
   b. Maintain supporting documentation for entries to the ledger.
   c. Maintain General Ledger and prepare financial statements each month.

(6) Prepare information for applications for funding and budgets. Provide information for audits and adhere to recommendations.
(7) Employee insurance applications and accident claims on children.
(8) Maintain records on allocation of funds.

Reporting Relationship

(1) Reports to Executive Director.
(2) Bookkeeping Assistant reports to Head Bookkeeper.

Limits of Authority

(1) Must have prior commitment
    a. to make changes in charges for tuition.
    b. to make payment of bills.
    c. to submit personnel changes in classification rate, new hires and terminations for payroll processing.
    d. to submit claims for reimbursement for Government funds and requests for funds from the Township.
(2) May take action but must inform
    a. when writing checks for routine expenditures.
    b. setting up record keeping schedules on accounts receivable, accounts payable, inventory, equipment depreciation, insurance, allocation of funds, etc.
    c. minor cash expenditures in absence of Executive Director.
(3) May take action without informing
    a. preparing and making bank deposits.
    b. keeping track of funds and following up on funds not received.
    c. keeping tract of all bills, classifying expenditures, and setting up accounts payable.
    d. making entries to general ledger and preparing financial statements.

Requirements

Degree in accounting or the equivalent in continuing education; background experience.

* Evidence of emotional maturity and stability.
* Ability to think logically, follow instructions, and handle detailed work.
* Ability to seek supervision and use it constructively.
* Tact, discretion and good judgement.
* Ability to supervise inexperienced workers of varying educational and socio-economic backgrounds.

Secretary

Purpose: To provide general secretarial and clerical assistance to one or more Directors, thus enabling them to carry out their responsibilities in an efficient and timely manner.

Key Responsibilities

1) Provide prompt secretarial service in the preparation of correspondence, memos or reports given in shorthand, or written copy using correct format, punctuation and proper English usage.
2) Maintain records and files.
3) Prior to Board of Director's Meeting:
   a) Contact the President of the Board of Directors regarding Board Meeting dates.
   b) Send out agendas, minutes of meeting, and other pertinent information regarding the Board of Directors.
   c) Call Board members the day before the Board Meeting to ascertain a quorum.
4) Remind Executive Director of scheduled appointments.
5) Ensure prompt and efficient handling of telephone messages and visitors to the Center.
6) Receive and distribute mail and deliveries, check against invoice, return invoice to bookkeeper and, when necessary, direct delivery person to where materials should be left.
7) Use and maintain office equipment.
8) Executive other specific assigned tasks.

Reporting Relationship

Reports to Executive Director, Director of Day Care Services and Personnel & Program Director.

Limits of Authority

1) Must have prior commitment
   a) to schedule appointments for Executive Director.
   b) to order supplies for office, teachers or maintenance.
   c) to send out agendas, minutes or other Board information.
   d) to type financial statements, budgets and financial reports.
   e) to purchase postage for the postage meter.
   f) to call the Township when there is a need for minor repairs to the building.

2) May take action but must inform
   a) when ordering supplies for coffee and pop machine. when purchasing office supplies under $10.00.

3) May take action without informing
   a) maintaining confidential files.
   b) taking dictation, transcribing, typing.
   c) greeting and screening callers; maintaining a calendar of appointments for the Executive Director; mailing applications; calling for service on machines; collecting monies from machines; executing routine office tasks.

Requirements: Graduate of an accredited business school, or equivalent.

* Tact, discretion and good judgement.
* Typing skills of 50 w.p.m.
* Ability to take accurate shorthand at 90 w.p.m.
* Good spelling, grammar and punctuation.
* Ability to use transcribing equipment.
* Ability to organize the work-flow in a busy office.
* Ability to handle detailed work.
* Ability to speak distinctly and to communicate verbally.
* Evidence of emotional maturity and stability.
* Ability to supervise inexperienced clerical workers of varying educational and socio-economic backgrounds.

MAINTENANCE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Floors					
1. Dusted					
2. Swept) in classrooms					
3. Mopped)					
4. Halls damp mopped					
5. Bathrooms damp mopped and sanitized.					
6. Spray buffed floors (specify where)					
7. Gym swept and damp mopped					
8. Scrubbed, waxed and polished floors. (specify where)					
Carpets					
1. Vaccumed all open areas.					
2. Spot cleaned as needed.					
3. Machine shampooed (specify where)					
Windows					
1. Spot cleaned interior glass in partitions and doors.					
2. Cleaned entire glass in partitions and doors.					
3. Cleaned interior glass in windows.					
4. Washed entire interior & exterior glass area in all windows. (specify where)					
Washrooms					
1. Cleaned, sanitized & polished all vitreous fixtures including toilet bowls, urinals & hand basins (inside and out).					
2. Cleaned and sanitized all chrome fittings.					
3. Cleaned and sanitized toilet seats.					
4. Cleaned and polished all glass & mirrors.					
5. Emptied all containers & disposals. Insert liners as required.					
6. Refilled all containers to normal limits. (Soap,tissues, paper towels, garbage liners).					
7. Dusted metal partitions					
8. Spot cleaned metal partitions.					
9. Removed spots, stains and splashes from wall area adjacent to all basins.					
10. Removed fingerprints & dirt from doors, frames, light switches, kick & push plates, handles, etc.					

MAINTENANCE SCHEDULE CONT'D

	Monday	Tuesday	Wednesday	Thursday	Friday
Office					
1. Emptied wastebaskets.					
2. Vacuumed all carpeting.					
3. Dusted & mopped reception area, nurses station & office bathroom.					
4. Scrubbed sink					
5. Dusted all telephones.					
6. Dusted all furniture, including bookcases & shelves.					
7. Cleaned counter tops.					
8. Sanitized telephones.					
Kitchen					
1. Emptied all garbage containers. Inserted liners as required.					
2. Swept floors (moving rubber runners).					
3. Damp mopped & sanitized floors. (including pantry)					
4. Washed garbage containers inside & out.					
5. Scrubbed, mopped, cleaned & sealed floors in kitchen & pantry.					
General					
1. Emptied all waste containers. Inserted liners as needed.					
2. Cleaned & sanitized drinking fountains.					
3. Swept sidewalk leading to two main entrance doors.					
4. Removed snow from front sidewalks.					
5. Removed snow from rear side-walk to gym entry (West door).					
6. Spot cleaned all doors.					
7. Removed fingerprints and marks from doors, frames, light switches, kick & push plates, handles & railings.					
8. Dusted all lockers, sills, ledges, moldings, shelves, picture frames & ducts.					
9. Changed light bulbs as needed. (specify where)					
Monthly					
1. Washed garbage containers & wastepaper baskets, inside & out.					
2. Vacuumed all floor and ceiling vents.					
3. Dusted all ceilings and corners.					

TIME-OFF REQUEST FORM

So that a director may have time to find a substitute, all employees should submit their request for time off due to personal days, vacation, and special requests in writing.

The time-off request form is used to give the director all of the needed information at least TWO WEEKS in advance. This will enable the director to find a substitute well in advance of the date when the staff person will not be at work.

Time-off request forms may be kept on the staff bulletin board, by the time clock or in the staff lounge.

DAY CARE CENTER

TIME OFF REQUEST

Name_____ Date_____

	Date From	To
Vacation	_____	_____
Personal	_____	_____
Other	_____	_____

Approved_____

89

ORIENTATION PROGRAM

FOR NEW STAFF MEMBERS

After choosing and hiring the applicant best suited for each program, the Director will be responsible for the following procedures to be followed on an Orientation Day prior to the new employee's actual first paid working day:

1. A review of the Staff Manual.
2. The routine schedule of the program.
3. Teacher responsibilities and all important forms (Medicals, W2 Forms).
4. Notebook for notes on children.
5. Daily Attendance Form.
6. Medication Form.
7. Accident Report Form.
8. Receipt Book.
9. Vacation - Illness Record Form.
10. Parents Handbook.

On the Orientation Day of the the new employee, the Director should give the employee a tour of the entire school. The employee should be introduced to everyone starting from the office, to the kitchen and then to each classroom.

On this tour the following should be included:

1. Coat rack and a safe place for personal belongings.
2. Mailboxes
3. Teacher's Lounge
4. Coffee cups
5. Teacher's Library
6. Children's Library
7. Multi-Purpose Room
8. Storage Room
9. Washrooms
10. Parent Table and Parent Board

After all of the above has been performed with the new employee, he/she should be provided with time to observe the classroom and get acquainted with the children and with routine procedures. The amount of time provided should be discretionary with the Director.

* * * * * * * * * * * * * * * * * * * *

During the first week of employment, the following routines and policies should be discussed by the Director with the new employee:

1. Classroom Management
   a. Group Needs - vs. - Individual Needs
   b. Necessity of establishing routine
   c. Use of transitional activities
   d. Voice level
   e. Learning to give positive directions
   f. Communication among staff within classroom.

ORIENTATION PROGRAM CONT'D

2. Daily Routines and Schedules
   a. Greeting children and parents
   b. Early morning activities
   c. Circle times
   d. Meal Routines
   e. Nap time
   f. Day-end closing

3. Record/Bookkeeping
   a. Daily Attendance
   b. Notes on children
   c. Ate/slept charts
   d. Administration of medication
   e. Accident Reports
   f. Receipt of Tuition Monies
   g. Requisition for Purchase of Equipment
   h. Petty cash forms
   i. Vacation - Illness Records

4. Employees Duties Outside of Classroom
   a. Use of time clock
   b. Attendance at staff meetings
   c. Rotation of Center tasks (housekeeping, snack clean-up, closing, etc.)
   d. Closing of Center

5. Professionalism
   a. Refraining from judgement of parental attitudes and behavior.
   b. Communicating positive actions of children rather than emphasizing negative behavior.
   c. Communicating with fellow staff members on a regular basis, preventing any build-up of anger or frustration.
   d. Relating serious problems to the Head Teacher and Director before approaching parents.

Within the first week, the Director should write a short memo to all Staff introducing the staff person and giving a brief background description.

IN SERVICE TRAINING

Greeting children and parents

The room will be set up by the teacher and staff before the children arrive so that a staff person may be near the door to greet each child as they arrive.

An effort should be made to greet each child with a pleasant comment when they come into the room. Use their names. Let them know you are greeting them individually.

Most children will move into an area of the room that interests them. Initially they may be hesitant. Guide the child to different areas and tell the child what is available or open.

Early morning activities

The early morning, betwen 6:30-8:30 am., is when most children will arrive at the Center.

The best type of activities for this time of day are individualized, self-directed and quiet activities. For example: legos, puzzles, bristle blocks.

So that teachers and staff can spend the majority of their early morning greeting the children and speaking with parents, it is important to plan these early morning activities with care. Be specific when outlining your activities in the Lesson Plan Form.

Circle Time

After most of the children have arrived (around 9:00), gather together at circle and greet each other. Share special weekend or evening events, talk about plans for the day and comment on the weather. At this time, the children are usually peaceful and their minds are serene. Good activities for morning circle include working on value clarification, emotions, and role playing conflict situations.

Meal Routines

The children enjoy helping set the table and serving lunch. They take pride in their job. This activity also encourages responsibility. A different group of children is called daily to help set the tables and place bowls and pitchers on the tables. While some of the children are setting the table with adult supervision, the other children may sit at circle. That transition time may be utilized for singing songs, doing finger plays, or even reading a very short story to keep the children occupied. When the tables are ready, the children may be dismissed from circle, a few at a time. After everyone is seated (teachers and staff included) the bowls are around the table and the children are encouraged to serve themselves. When everyone is served, all may start eating together. The children are to stay in their seats during lunch. Staff will help those children who need assistance with their food.

After lunch, the children help clear their own table and wipe it with a sponge. The children will go to the washroom as a group, escorted by a staff person.

Naptime or rest time is an integral part of the learning activity of the day. Each child will have his own cot, with a clean sheet, blanket and pillow. Soft, classical music should be played. The children's cots should be placed in such a manner that the children will avoid touching one another. The staff members should rub the children's backs gently, encouraging each child to sleep.

Day ending and closing activities are similar to early morning activities and should be outlined clearly in the Lesson Plan.

GUIDELINES FOR TEACHERS

Teachers and staff members should be active participants in all activities with the children. This includes breakfast, snack and lunches. Plan on joining in activities and stimulating the children's interests by asking questions that help to extend their play (for instance, two children playing in the block area have built an elaborate system of roads for their cars but are beginning to loose interest in it. A teacher enters at this point and begins re-stimulating their play by saying, "Jan, your car is running out of gas!" What can you do about it?" The child responds by saying, "I have to go to the gas station! Let's build one Mary!")

Along the same lines, at breakfast, snacks and lunch, the staff should encourage proper table manners, stimulate conversations, encourage self help skills, (pouring, serving and cleaning up), and encourage children to try new foods by talking about the textures, ingredients, and how the food is grown and taken to market.

Teachers and staff need to be consistent in following through classroom rules using time out and natural and logical consequences as methods of disciplining. Accentuate the positive.

Teachers should report any accidents to the Director and fill out an accident report form.

It is important to develop a "room awareness", that is, be aware at all times of what is going on in the room. When not assigned to a particular area, the staff person should move to the area where he/she is most needed.

Use a quiet, warm, yet firm voice when talking to the children. Always go to the child and speak directly to him/her. It is important to always show respect to the child.

Classrooms should be kept clean and orderly. Involve the

children in the housekeeping routines.

Allow and encourage the child to do things for himself. Set up activities designed to be independent of teacher supervision. Let the child work at things without interfering. Give the child sufficient time to try and solve the problems. Be ready to assist when it is necessary. Ask questions that will help the child arrive at the solution.

It is important to keep daily notes on the children and to exchange information with other teachers on problems or progress of a child.

Work at developing a positive rapport with the parents. Be friendly and helpful. Make them feel welcomed in the classroom. Relay messages about a child to other staff members. Relate positive information about the child to the parent on a daily basis.

Remember, you are a model for the children to follow. Set a good example. Be empathetic, respectful and encouraging.

STAFF IN-SERVICE TRAINING

Playground Supervision: The physical welfare and safety of the children need to be the staff person's first consideration. Supervising children on the playground is as important a task as supervising children in the classroom. In order to give the children adequate care, staff should follow these procedures:

1. Do not congregate into groups with other adults. Spread out throughout the playground, with each adult supervising a specific group of children and a specific piece of equipment.
2. Stand so that you are in a position to forestall possible accidents. If you are engaged in helping one child, stand so that you can see the group. Do not stand with your back to the group.
3. Check the equipment daily. Be sure that ladders are firmly affixed, boards are not likely to slip, nails are not loose. If a piece of equipment needs to be repaired, make sure the children do not use it and notify the administration of what needs to be done.
4. Give special care to the use of (1) the tools at the work bench - use only when an adult is supervising the work bench; (2) the swings; (3) the high climbing equipment; (4) unstable, or portable climbing toys.
5. When equipment is in use, show the children how to use it properly and safely. Use clear and positive statements: "Walk around the swings", "Walk near

5. the wall", rather than "Don't get in the way".
6. Make sure that each child's clothing is adjusted to the weather, i.e. make sure that the child has on boots or rubbers if he is on wet ground; that he takes off a wrap if the sun is warm; that hats and hoods are on if a cool wind is blowing. Assume responsibility for this yourself. Watch where children play, stand or sit if the ground is wet or snowy.
7. Children should not be allowed to go into the building alone to go to the bathroom or to get a drink. A staff person should take small groups into the building for this purpose.
8. If a child is hurt or injured, notify the other staff members that you must go into the building so that they may watch your group. Take the child to the director or to the person in charge if it is a serious injury. They will make the decision of whether or not to take the child to the hospital. If it is a minor injury, clean and dress the injury and fill out an Accident Report in duplicate before returning to the playground.
9. Remember that outdoor play is also a learning experience for the child. Interact with the child when he needs help but act as an observer when he is involved in his own activity.

STAFF IN-SERVICE TRAINING

One of the problems experienced by most day care centers is that of two shifts of people caring for the same child(ren) during an 11 to 12 hour day. Many times the afternoon tends to turn into more of a babysitting service than an active, creative and nurturning program.

Time is usually not set aside for regularly scheduled staff meetings among staff in each classroom, and the lack of communication tends to add to the confusion. As work shifts end and work shifts begin, staff members tend to see one another in passing only. Messages from morning to afternoon staff are not relayed, and the morning staff has no idea what transpired in the classroom the afternoon before. Most of the programming effort seems to be concentrated in the morning, for that period of time is seen as the longest and most important part of the day. Teachers are usually scheduled to work in the morning, and go home during the children's naptime or shortly after the children wake up. As a money-saving device, afternoons (after nap) are usually staffed with aides only, once the teachers have left for the day.

It is essential, therefore, to plan regular in-service training sessions for the afternoon staff at least once a week. These sessions should be devoted to actual TRAINING, rather than problem-solving sessions centered around parent's and children's problems - although time may have to be set aside for that type of an activity, also.

AFTERNOON STAFF RESPONSIBILITIES

In addition to contributing to the planning of the program, the afternoon staff has several responsibilities. Included are the putting away of cots, screening of people allowed to pick up children and the closing of the building.

The afternoon program is to be a relaxed and flexible program. Activities should be open - ended with the understanding that children may be picked up at any time. If a project of special interest is planned, those children who normally leave early should be encouraged to participate first. Weather permitting, the children may be taken outside after snack, either to the playground or neighboring parks. A note should be left on each classroom door stating where the group is and what time they expect to return. The sign out sheets should be taken with the group so that teachers can keep track of attendance and to ensure that staff are aware that a child has been picked up.

The children need to be well supervised at all times. When indoors, each teacher must be aware of the total group even as attention is given to a small group or individual. No child is to leave the classroom alone. When a teacher leaves the classroom she must notify the other teacher of where she is going.

When outdoors, teachers should station themselves among the group of children avoiding one cluster of adults. Again, no child is allowed inside the building alone to use the washrooms or drinking fountain. One teacher should be assigned daily to accompany small groups to the washroom.

The afternoon is an excellent time to establish good relationships with parents. It is important to relay positive aspects of the child's day at this time. If there has been a serious problem

during the course of the day, the head teacher should handle communication with the parent either directly or by delegating another staff person to do so.

As children are being picked up, the adults should be asked to produce their card which authorizes them to take the child. Every adult must have a card before a child is released. Each parent should be encouraged to check his child's file daily.

When equipment is taken outside, it is very important that everything be brought in at the end of the day. The grounds should be checked carefully so that equipment is not lost or stolen.

Health and safety procedures must be followed by all afternoon staff. If a child has had an accident, the afternoon staff person should hand a copy of the accident report to the parent. When medication is administered the teacher is to initial the chart where it is signed in and write in the actual time the medication was administered.

Each classroom will have a folder for a.m. and p.m. notes. The afternoon teachers should check the folder daily to get an idea of what transpired in the morning. The afternoon teachers should also enter any messages regarding children and parents for the morning teachers to have the following day.

STAFF IN-SERVICE TRAINING

FOOD AND NUTRITION

How do you feel about lunch time? How do you feel about the food you serve the children you care for? Is it easier to open an institutional size can of ravioli and serve with a couple of carrot sticks on a paper plate? Or do you believe that food is as important an educational experience to a child as art, science or math? Have you ever served cream of broccoli soup? Or stir-fried Chinese Vegetables? Which do you think would cost less to serve? Which do you think the children would enjoy more?

Children ENJOY eating different foods. Adults usually have set likes and dislikes for food, and unconsciously pass on these likes or dislikes to the children they serve. "They won't eat that" usually means "I don't like that food and I don't think the children will like it, either".

Education on food and nutrition begins with the adults at the Center. At a staff meeting touch upon the importance of food: for nurturance, nutrition, as a learning experience, as forming life-long habits. Announce that in the future all children and adults will be asked to serve themselves one spoonful of any new food, and to eat that food. Very simply, without pressure, as something that everyone does. The teachers and staff are to comment on the food, the texture, color, taste, where the food is grown, how it is shipped to market and how it is cooked. It is safe to predict that within three months all children at the Center will be eating all foods placed before them - and enjoying them!

Let us use as an example the recipe for Chinese Stir-Fried

Vegetables. Before preparing the dish set out bowls to hold the raw ingredients. Place the bowls on a large tray once they have been filled with the cut or sliced ingredients. This is a great dish to prepare in the classroom in front of the children using an electric skillet. Serve with fluffy white rice.

2 lbs. Boneless chuck roast, thinly sliced across the grain.

2 lbs.Bok Choi (Chinese cabbage) thinly shredded

2 lbs. Chinese celery (or regular celery), thinly sliced at an angle

1 lb. bean sprouts, rinsed

1 lb. zucchini squash, thinly sliced

1 large sweet onion, thinly sliced

1 teaspoon garlic salt

1 teaspcon Accent

2 tablespoons soy sauce

2 tablespoons oil

2 tablespoons butter

Heat oil in electric skillet at 400°. Or use a large frying pan set over medium-high heat. Place the meat into the skillet and brown lightly. Turn meat and continue to brown. Serve meat onto a large platter and hold in oven on "Warm". Melt butter into pan. Stir. Place celery into hot oil-butter. Leave for one minute. Stir rapidly and carefully. Push vegetable to the side of the skillet to keep warm. Repeat with each of the vegetables in the following order: onions, zucchini, bok choi and bean sprouts. Using two large wooden spoons mix all

vegetables and sprinkle with garlic salt, Accent and soy sauce. To serve, pile the meat in the center of the platter and distribute the vegetables around the meat. Or, you may mix the meat and vegetables before serving.

Now for costs:

2 lbs. chuck, on sale, $1.19/lb	$2.38
2 lbs. Bok Choi, 69¢/lb.	1.38
2 lbs. Chinese celery, 69¢/lb.	1.38
1 lb. bean sprouts, 69¢/lb.	.69
1 large sweet onion, 49¢/lb.	.49
1 lb. zucchini squash, 98¢/lb.	.98
Total	$7.30

$7.30 total ÷ 20 children = 37¢ per serving.

You have provided a marvelous meal and have met all federal nutritional requirements: 1½ oz. of meat, 1/3 cup cereal (rice), 1/3 cup vegetables.

Think of the exciting week's program you can build around this dish. A week of studying Chinese culture; Chinese gardens; planting a Bonsai tree to be admired and cared for during the rest of the year; making Chinese kites to be hung all over the room; Chinese stories and making Chinese masks; learning how to use chopsticks; learning how rice is grown; starting an aquarium with several different varieties of goldfish (otherwise known as Chinese carp); for science, grow your own bean sprouts in a glass jar and watch the children's eyes as you use them for cooking! And, as a grand finale, serve fortune cookies. What a marvelous week! Isn't that more exciting than opening a can of ravioli?

SUGGESTIONS AS TO HOW THE TEACHER HELPS THE CHILDREN

1. Use a quiet, confident tone of voice when you speak to a child.

   If you speak quietly to a child, he will pay more attention to you than if you raise your voice and speak in a commanding tone. A commanding tone often makes children feel resistant - in other words, makes them want not to do what you suggest, just as you yourself would feel in their place.

   Give your directions in as few words as possible, and make them specific, not general. The child who is just learning to go to the toilet regularly will understand if you say to him "toilet time now" and hold out your hand for him to come. He may say "no" if you say, "Well, you've played a long time, you should go to the toilet. Come on. We'd better hurry". He is confused by so many words.

2. Speak to the child with your face at his level. He will feel less threatened and be more able to attend to your words if you are close to him, have eye contact with him, and are not hovering above him.

3. Give the child plenty of time. A child often resists if he feels that you are hurrying him. Perhaps he has not had time to park his truck just where he wanted to leave it. We need to respect his plans just as we would like to have ours respected.

   We can respect his purposes without encouraging him to "stall". If we find him thinking of one thing after another to delay coming in for lunch, for example, we can explain to him "Lunch is ready now. As soon as you put that one car in its garage, you will need to come". Then when he's put that car away,

3. quietly take his hand and bring him inside.

4. Make your suggestions positive ones. Tell the child what you want him to do rather than what you don't want him to do. The easiest way to do this in general is to avoid using the word "don't". You'll have better results if you say, "Ride around the table", instead of "Don't bump the table". This is using a positive, instead of a negative suggestion.

5. Interest the child in desirable behavior. Help children by making desirable behavior seem interesting and fun. "Let's pretend we're delivery men when we take the blocks back in our wagons" is more fun than just having to put away the blocks.

   You may help a child by giving him something to look forward to if he does his part by saying, for example, "As soon as you have washed your hands, we'll have a story".

6. Encourage the child all you can to be independent in his actions and in his play. Give him time enough to get into his own coat. Give him only as much help as he really seems to need with his rubbers. Let him take the cloth and wipe up the milk himself if he spills it, even if you have to dry things a bit afterwards.

   If you hold the swing, he may be able to climb in himself. If he wants to get on top of a box, you can show him how to make a step with one of his blocks and climb up himself. When you help him this way, he is learning how to solve problems and be independent.

7. When several children are playing together, you need to help them like each other more rather than less. Remember this:

7. Children are more likely to grow into cooperative, considerate people if they have had fun with others and learned to like them. They will not have fun if they are always being scolded for the mistakes they make, "It's naughty to hit", or "You mustn't be selfish with your toys". When we say things like this, we do not help a child. We often make him want to play alone where he doesn't have so much trouble. They will not learn to like others, either, if we say to them, "See if you can't beat Johnny getting undressed". It gives them a poor reason for working and makes it harder for them to get along together.

8. Listen to what the child is saying. Sometimes children haven't learned how to demand or even to attract your attention, but will still have important things to say. Be particularly cognizant of those undemanding children. You need to learn to pick up their more subtle cues that say, "I want to talk to you".

CLOSING RESPONSIBILITIES

At 5:30 p.m., check each area to see that sufficient staff are present. If some classrooms are very low, they may combine with other classrooms. When the number of children decreases, staff should be sent home. Ratios to keep in mind are 4 or 5/1 for the Infant/Toddler Group and 8 or 10/1 for the pre-schoolers, depending on how many younger pre-schoolers there are. School Age ratios are legally 20/1, but we prefer about 10/1, depending again on how many younger children there are.

Check each empty classroom to be sure that the air conditioner and the lights are off and that the doors and windows are locked.

Check all other doors (gym, hallways, etc.) to be sure they are locked.

Turn off lights in the gym, storage room and staff kitchen. Be sure coffee machine is off.

Lock the gates on both sides.

Check to be sure the kitchen is locked and the lights are off.

Turn off the lights in staff lounge.

Check the boys' and girls' bathrooms to be sure that they are locked.

Check to see that the flag has been taken in.

Check to see that all unnecessary lights are turned off - all bathrooms, offices, classrooms, etc.

Turn off lights and air conditioners and lock the doors and windows in the last classrooms.

Be sure that the front doors are secure.

Walk around outside of building, checking each door and window.

KITCHEN PROCEDURE

Appliance cleanup schedule:

Daily:

1. Clean counters below milk machines.
2. Clean all countertops using disinfectant or water with bleach.
3. The three compartment sink should be scrubbed daily.
4. The top of the range and the convection oven should be wiped daily.
5. The outside of the refrigerator and freezer should be wiped daily.
6. The stainless steel tables should be wiped daily.

Rotating schedule

1. The wire shelving in the freezer and refrigerator should be emptied, washed and disinfected the day before each food order arrives. Pl ase state day:

   Freezer_____

   Refrigerator_____

2. The inside of the convection oven, including the racks, should be cleaned on Tuesday of each week.
3. The inside of the oven should be cleaned on Wednesday of each week.
4. Food storage racks should be wiped down the day before food order arrives.

   Please state the day _____.
5. The food warming oven should be cleaned when used.
6. The inside and outside of the storage cabinets and cupboards should be cleaned on Friday of each week.

CHECKLIST FOR STAFF KITCHEN

1. Return all used dishes to the kitchen.
2. Be sure that all counter tops and the sink are clean.
3. If there are spills on the floor, either clean them up or notify the janitor.
4. Empty and clean all ash trays.
5. Throw away all trash.
6. Clean the refrigerator as needed.
7. Clean coffee machine.

CHECKLIST FOR STORAGE ROOM

1. Only equipment that is too large for the shelves should be stored on the floor. Everything else belongs on the shelves.
2. Broken equipment should be given to the maintenance person to be repaired. If it cannot be repaired, it should be thrown out.
3. Empty boxes, bags, etc. should be thrown away.
4. Do not hesitate to throw anything away that is beyond repair or is obviously junk. Remember, all storage space is limited.
5. All equipment should be stored neatly on the shelves.

CLEANING CHECKLIST FOR STORAGE ROOM

1. All head teachers are responsible for keeping their own storage cabinets clean and orderly. Any equipment that is left lying around on the floor will be appropriated for common usage.
2. The dresser contains extra clothes for all classrooms to use. The drawers should be checked and all clothes should be re-sorted and folded. If the labels have fallen off or are unreadable, new labels should be made. If dirty clothes have been put in the drawers, they should be washed and returned to their proper places.
3. Equipment that has been left on the floor should be put on the shelves in the storage area behind the stage.
4. Broken equipment should be given to the maintenance person, if it can be repaired. If it is beyond repair, it should be thrown out.

CHECKLIST FOR LAUNDRY ROOM

1. Clean the outsides of both machines and wipe the insides as well.
2. Clean the shelves. Towels should be neatly folded.
3. Check the detergent supply at least weekly. If more is needed, fill out a petty cash form and arrange a time to purchase more.
4. If laundry is left unclaimed longer than overnight, the staff members in charge of the laundry room should post a note on the door of the lounge describing the laundry that was left. If it is still unclaimed the next day, it should be put on the shelves in the storage area behind the stage.
5. Items that do not belong in the laundry room should be returned to their proper places.

THE BROCHURE

The brochure is the center's good-will embassador to the community and to the parents in that community. It presents a clear picture of the center's philosophy and of the type of care offered. It needs to address those questions most often asked by those considering placing their child in the center.

In preparing the brochure, consideration should be given to stating the center's philosophy. This may be done by means of a short statement, a poem, or a concise explanation of the operational philosophy. Is the center a community agency? Is it part of a religious institution or church? Is it affiliated with a college or university? Is it privately owned and operated? Parents may also be interested in learning some of the center's history.

The professional background and experience of the staff are important. Also, what are the center's child-staff ratios? How does the background of the center's staff tie in with the center's philosophy?

Information needs to be included on the daily hours of operation, days the center is open, and those days when the center is closed. Parents will also want to know whether or not there is transportation provided to and from the child's home.

Some centers have extremely active parent involvement programs. A brief explanation of such programs should be included in the brochure. Also, information on whether the center offers parent-teacher conferences, open houses and parent education.

Pictures of the children and staff make excellent brochure presentations, sometimes conveying messages that are difficult to

put into words.

Parents are also interested in a detailed description on each program and how each center's program is different and unique. Is the program group oriented? Is it a highly individualized program? Are the children grouped by age? Are the groups mixed in age? Which SPECIFIC programs does the center offer?

The aspect of nutrition needs to be addressed. The number of meals served each day should be specified. Also, the types of food served, the educational and professional background of the individual in charge of preparing the menu, and whether or not food is served family style. Are the children served by an adult, or do they have the opportunity to serve themselves several helpings is they are unusually hungry? How does the center meet the child's daily nutritional requirements?

Some centers might want to include professional or background information on members of the administration or members of the Board of Directors. In some cases parents will want to know the educational background of those who run the center. Sometimes it is more important to give the professional history and community involvement of those in charge. If the center is affiliated with a college or teaching institution, the parents will be interested in knowing how students are supervised and in the efforts made to supervise the programs well so that quality of care is maintained.

It is recommended that a separate flyer or insert be prepared for tuition and fees. That way the brochure will not become obsolete whenever there is a change in tuition. The fee schedule will also need to include whether or not children are accepted on a full time basis, a part time basis or for pre-school.

ENROLLMENT

The following forms are part of the enrollment process:

Application Form

Admission Form (Infant, Pre-School, or School Age)

The Parent's Handbook

The Tuition Agreement

Health Form

Emergency Card

Pick Up Card

Consent for Treatment

Request for Subsidy (in centers providing subsidized tuition)

It is helpful to keep all of these forms in a blank file folder, ready to be handed out to the new parent.

Once the forms are filled out by the parent, and before the child starts at the center, the child's future teacher should be given an opportunity to review the file. Since the purpose of the forms is to gather information, the ultimate purpose is to make that information available to the staff who will be caring for the child.

A brief description follows on each of the forms.

APPLICATION FORM

The application form will give the needed information on the child's legal status. At a quick glance it will be possible to tell who is the child's guardian, who may pick up the child, who may not pick up the child, what hours the parent(s) work and the type of care the parent needs.

Infant, Pre-School and School Age Admission Forms

The admission forms have been designed to give as much information and as clear a picture (as perceived by the parent(s)) as possible about the child to be enrolled. Toilet habits, eating habits, likes, dislikes, language spoken at home, social interaction, the answers will inform what the child's reactions and behavior might be when he/she arrives at the center.

A study of the answers will assist in determining placement for the child. It will also familiarize the child's future teacher with the child's background, habits and personality before attending the day care center. It will make the transition process much easier for the child and the day care staff.

If the child's legal guardian indicates that a specific person or persons may not pick up the child, it is important that a xerox copy of the divorce papers or other legal document signed by the judge, stating this fact be placed in the child's file. Should the person not authorized to pick up the child show up and attempt to take the child, the police should be called. Staff members should not try to stop the individual. When the police arrive, the legal documents can be shown. The police cannot take legal action unless these legal documents are available.

Please fill out this application completely. Accurate information is necessary so that we may best serve your child. It is your responsibility to notify us immediately of any changes in employment or residence.

DATE_____

Family Name _____ Mother_____ Father_____

Address _____ Phone No. _____ Marital Status ____

City _____ ZIP_____ Who is child's Legal Guardian? _____

Child's Name_____ Nickname _____ Birthdate _____

Place of Birth _____ Hours care needed _____

Infant Program____Regular Day Care____After School Program_____Summer Day Camp_____

Mother's Employer _____ Address _____ Tel. No. _____

_____ _____ _____

Work Hours _____to_____

Father's Employer _____ Address _____ Tel. No. _____

_____ _____ _____

Work Hours _____to_____

In emergency call_____ Tel. No. _____ Relationship_____

Who is authorized to call for child?_____

Members of household and their relationship:

_____ _____

_____ _____

_____ _____

Has child previously attended a day care center? _____ If yes, where? _____

_____ For how long? _____

Age of child when mother returned to work _____

Doctor or clinic used _____ Address _____

Telephone No. _____

(OVER)

FOR OFFICE USE ONLY

Date Application rec'd _____ To be assigned to: _____

Date to start school _____ Year _____ Waiting List _____

Registration fee paid (date) _____ Amount Tuition _____

Changes in Employment

Employed By	As of	Phone No.	Hours

Tuition Changes

Amount	As Of

INFANT ADMISSION

Child's Name _____ Birthdate _____
Last First Day/Month/Year

Personal History

Type of birth _____ normal _____ premature _____ any complications? _____
Does child crawl? _____ Walk? _____ Has child begun talking? _____
Does child speak in words? _____ or sentences? _____ What language? (other than English) _____.

Health

What arrangements can you make for child's care during illnesses? _____
_____
What communicable diseases has your child had? Measles (Big red) _____ Measles (3 day) _____ Mumps _____ Chicken Pox _____ Whooping Cough _____ Other _____
Any serious illness or hospitalization? _____
Any physical disabilities? _____ Any known allergies? (Asthma, Hay Fever) _____
_____ Are there any medications given regularly? _____
_____.

Toilet Habits

Is your child toilet trained? _____ In the process of being trained? _____
Are you training him/her on the potty chair? _____ or toilet seat? _____

Sleeping Habits

What time does your child go to bed? _____ Awaken? _____ What is the child's mood on awakening? _____ Does your child nap in the morning? _____ afternoon? _____ Give nap schedule _____

Social Relationships

Has your child had experiences in playing with other children? _____ By nature is your child friendly? _____ aggressive? _____ shy? _____ withdrawn? _____ Do you feel your child adjusts easily to a day care situation? _____ Does your child enjoy being alone? _____
How does your child relate to strangers? _____ What makes your child mad or upset? _____ How does your child show his feelings? _____ Who does most of the disciplining? _____
_____ Is your child frightened by any of the following:
Animals? _____ Dark? _____ Loud noises? _____ Storms? _____.

Feedings

Is your child on formula? _____ What type? _____ Milk? _____ What type? _____
What is the feeding schedule? _____
Are there any foods that your child is allergic to? (specify) _____
Does your child drink from a cup? _____ Does your child use a spoon? _____.
Comments: In what particular way can we help your child? (Comment on other side).

PRE-SCHOOL ADMISSION

Child's Name_____ Birthdate_____
Last First Day/Month/Year

Personal History

Type of birth Normal_____ Premature_____ Any Complications?_____

Is child a good climber?_____ Does child fall easily?_____

Age child began talking?_____ Does child speak in words?_____

or sentences?_____ Other language?_____ Special words

child uses to describe needs _____

Health

What arrangements can you make for child's care during illnesses? _____

_____

What communicable diseases has child had? Measles (Big Red)_____ Measles (3 day)_____

Mumps_____Chicken Pox_____Whopping Cough_____Other_____

Any serious illness or hospitalization?_____

Any physical disabilities?_____Any known allergies?_____

Are there any medications given regularly?_____

Are there any foods your child cannot eat?_____

Toilet Habits

Can the child be relied upon to indicate his bathroom wishes?_____ Does your child

have frequent toilet accidents?_____ How does child react to them?_____

_____.

Sleeping Habits

What time does child go to bed?_____ Awaken?_____Does child have own room?_____

_____What is child's mood on awakening?_____Does the child nap?_____

_____.

Social Relationships

Does your child spend time with both parents?_____If you are separated, how often

does your child see the absent parent?_____

Has your child had experiences in playing with other children?_____

By nature is your child friendly?_____aggressive?_____shy?_____ or

withdrawn?_____

Do you feel your child adjusts easily to a day care situation?_____ Does your child

enjoy being alone?_____How does your child relate to strangers?_____

What makes your child mad?_____

How does your child show his/her feelings?_____

What do you find is the best way of handling your child?_____

_____ Who does most of the disciplining?_____

_____ How do you comfort your child?_____

_____ Is your child frightened by any of the

following: Animals__dark__loud noises__storms__ (Comments: In what particular way can we help your child this year?)

SCHOOL AGE ADMISSION

Personal History

What elementary school has your child attended? _____

Is your child now or has your child been enrolled in any type of special education or special interest program?_____ Please explain _____

_____

How would you rate your child in relation to his school experience? (Please circle one)

His experience has been . . . successful_____troubled_____difficult_____enjoyable___

Comment_____

Where do your child's interests lie? art____drama____sports____other_____

Health

What arrangements can you make for your child's care during illnesses?_____

_____

What communicable diseases has your child had? Measles (Big Red) _____ Measles (3 day) _____ Mumps_____ Chicken Pox _____ Whooping Cough_____

Any serious illnesses or hospitalization?_____

Any physical disabilities?_____Any known allergies?_____

Are there medications given regularly?_____

Are there any foods your child cannot eat?_____

Social Relationships

Does your child spend time with both parents?_____ If you are separated, how often does the child see the absent parent?_____

Has your child participated in any group situations outside of school? Camp_____

Scouts_____ Day Care_____ Other _____

How do you feel your child will function in a group?_____

Do you anticipate any special needs?_____

How does your child express his/her feelings?_____

What do you feel is the best way of disciplining your child?_____

_____

THE PARENT'S HANDBOOK

No matter how many times one attempts to have a good parent intake, chances are one or more important items will fail to be mentioned. And when the center tries to implement that particular policy (whether sending a sick child home or not reimbursing tuition for the day Johnny went to visit his grandmother), chances are the director or administrator will hear "Nobody told me that when I enrolled!"

There may even be a case or two where a parent will deny having been told of a rule or regulation, while the director or administrator insists that he/she "remembers distinctly" discussing the matter with the parent. The problem usually reaches an impasse, at which point the center director will usually give in to the parent for: 1) fear of loosing the child's enrollment, and, 2) being unable to prove to the parent that, in fact, they had discussed center policy.

That is why the Parent's Handbook is a necessary part of the enrollment packet. It clearly delineates the center's responsibilities towards the parent(s) and the parent's responsibilities towards the center.

Two copies of the Handbook are to be given to the parent. The director will go over each paragraph of the Handbook with the parent, reviewing each statement and filling in the blanks. The director and the parent then sign both copies. The parent keeps one copy for ready reference. The second copy is kept in the child's folder at the center.

Should there ever be any question in the future as to whether

or not a parent has been informed of a center policy, the Handbook may be pulled and the signature may be verified in front of the parent. The message is clear. If the director and the parent have signed the Handbook, they have discussed the issue.

It is important, then,that the Handbook address ALL areas of center policy. Days the center will be closed, clothing, what to do for birthdays, what happens when a child is sick, when and where tuition is due, are but a few of the subjects that will need to be covered. Also, the Handbook may be used as a means to secure photograph and press releases, permission and release for field trips, and other pertinent releases.

Once policy is set and is entered into the Handbook that policy becomes a protection and a legal document for the parent and for the center. Policy may not be changed on a parent-to-parent basis. The policies apply to all parents and it is the responsibility of the individual in charge of the center to enforce those policies as a legal and financial protection to the center.

Center directors are encouraged to adopt the Handbook as an integral part of each child's file.

UPON ENTERING THE CENTER

Children in the day care program may be dropped off and picked up any time between 6:30 a.m. and 6:00 p.m., Monday through Friday. The Center will be closed on the following days: Labor Day, Thanksgiving, the Friday after Thanksgiving, Christmas, New Year's, Memorial Day, the Fourth of July and the last Friday of August.

Please take your child directly to his homeroom. The child should be signed in on the form provided for this purpose and kept on the parent's bulletin boards.

CLOTHING

Because of the wide range of activities it is recommended that children be dressed in washable, comfortable clothing. Plastic aprons are provided by the Center for art and water activities.

EXTRA CLOTHING

Water activities, sand play, and occasional bathroom accidents necessitate that an extra set of clothing be kept at the Center AT ALL TIMES. All extra clothing should be marked with the child's name.

If wet or dirty clothes are sent home, please return a clean extra set of clothes the next morning.

Parents have the option of providing their own disposable diapers or of purchasing disposable diapers through the Center.

Please remember that children are taken outdoors daily (weather permitting) and should be dressed accordingly: light jacket, cap, rainboots (for damp days),in Fall and Spring; heavy winter jacket, mittens, scarf, and snow boots in Winter. ALL CLOTHING SHOULD BE MARKED.

BIRTHDAYS AND SPECIAL OCCASIONS

Parents are welcome to send cookies, cupcakes or cakes to share with their children's friends on birthdays or special occasions. Please let your child's teacher know in advance that you will bring a treat.

TOYS AND CANDY

Other than bringing a stuffed animal at the beginning of the school year while the child is adjusting to the newness of the Center and of naptime, please do not send toys, candy or gum.

FOOD AND REST PERIODS

The Center will meet the child's nutritional needs for the part of the day which he spends at the Center by providing a light breakfast, a well balanced lunch and a nutritious afternoon snack. If the child is on formula, the parent will provide the Center with sufficient formula to feed the child.

One small blanket should be sent to the Center for your child to use on his cot at rest time.

MEDICINES

Please hand prescription medicine to be given your child to the aide in charge, with instructions to place it in the refrigerator or in the medicine cabinet. The parent should then fill out the necessary information on the Medicine Chart on the Parent's Board. We regret that State law DOES NOT ALLOW us to give children over-the-counter medicines such as aspirin, cough medicines, etc. Only prescription medicine may be given. The bottle must show: name of the child, prescription number, name of the doctor and how many times a day the medication is to be given.

MEDICAL AND ILLNESSES

State regulations require us to maintain a medical record on each child and for the child to have a physical examination within 3 months prior to his admission to the Center. Please return the completed medical form before your child begins attending the Center.

For the protection of all children, your child should be kept at home (WE CANNOT ACCEPT HIM AT THE CENTER) if he shows any of the following symptoms:

-a temperature
-diarrhea or vomiting
-a rash
-nasal discharge or discharging eyes or ears.

Parents should exercise every caution and keep their child home should other unusual symptoms occur.

If the child has been exposed to a contagious disease he should be kept at home and THE FACT OF HIS CONDITION SHOULD BE REPORTED TO THE CENTER. (Strep throat, pin worms, viral infections, infected ears and/or glands, measles, mumps, chicken pox, scarlet fever, etc. are amongst those conditions categorized as "highly contagious").

If a child becomes ill during the day, he will be placed in the isclation room and the parent will be contacted with the request to take the child home.

THE PARENT'S BULLETIN BOARD . . . . . .

is a most important communications center at the Center. It is used to display lunch menus, newspaper and magazine articles, certificates, messages and information directed to the parents.

PARENT'S INFORMATION SHEET . . . . . .

letting parents know whether or not children in the day care program have eaten well, napped (or not), and giving miscellaneous information will be found in each classroom in your child's folder.

PARENT INVOLVEMENT

In an effort to assist parents in their personal growth as mothers and fathers, the Center will sponsor lectures, talks, and discussions on child development several times a year. These functions will be held at the Center, usually in the evening. As part of this agreement, all parents agree to attend a minimum of six (6) parent-education lectures per year.

In addition, each parent is requested to contribute a minimum of five hours per year in one of the following categories: equipment repair, telephone committee, direct donation, making materials, sewing, classroom Spring and Fall housecleaning.

FIELD TRIPS

Field trips and nature walks are considered an important part of the educational program and will be taken periodically to nearby places.The Center will provide the same adequate responsible adult supervision for these excursions as is provided children while in attendance at the Center. Your permission for your child to participate in such excursions is part of this agreement.

PHOTOGRAPHS AND PUBLICITY

Photographs of the children participating in our programs may be taken from time to time and may appear in newspapers, magazines, brochures or other publicity materials. Your permission for photographs including your child to be used without compensation is part of this agreement.

FEES

Your child is enrolled in the Program and will attend the Center _____days a week. The tuition is $_____ per week and is due in advance on Monday of each week.

126

At the time of registration a one time registration fee of $ .00 is due. Also payable at registration time is the last week's tuition in the amount of $_____. This tuition deposit will be applied to your child's last week at the Center when the parent gives a WRITTEN two week notice informing the Center of the date the child will be withdrawn. If no notice is given, the parent must still pay for the last week of the child's attendance at the Center. The tuition deposit will then be used to cover the period of time it takes to fill the empty day care slot with a new child.

Because our program and licensing requirements force us to engage staff based on the number of children enrolled, we cannot give tuition refunds for days your child is absent.

An exception to this policy will be made for an extended absence of a complete week or longer (to a maximum of four weeks per year) such as for vacation or prolonged illness, WHERE YOU INFORM US IN ADVANCE. In such a case, arrangements can be made to hold your child's place charging half of the tuition fee. If the parent DOES NOT notify the Center that the child is out because of illness or on vacation, the parent will be charged FULL TUITION for that week.

MEDICAL EMERGENCIES

In the event of a medical emergency or of an accident, we shall contact the parents and the doctor of the child. If it is impossible to reach either and should emergency treatment be required, the child will be taken to Medical Center. Your authorization for the Center to contact your family physician and to take whatever emergency medical measures are deemed necessary is part of this agreement.

WITHDRAWALS

Parents may withdraw a child from the program at any time. A TWO WEEK'S NOTICE IS REQUIRED. Parents wishing to withdraw their child but who fail to provide a two week's notice will still be liable for the last week's tuition. Withdrawal and subsequent re-enrollment will entail an additional $ .00 registration fee.

WHEN PICKING UP THE CHILDREN

Children in the day care program should be signed out and should be dressed by their parents before leaving the Center for the day.

Parents will be given five (5) "Pick up Cards" at the time their child is enrolled at the Center. (You may request more as needed). These cards should be filled out and signed by the parent(s) and distributed to those individuals authorized to pick up the child. Parents should keep a card for their personal use.

When picking up your child, please show your "Pick Up Card" to the staff person in charge. NO CHILD WILL BE RELEASED UNLESS THE INDIVIDUAL PICKING UP THE CHILD DISPLAYS A PROPERLY FILLED OUT PICK UP CARD

SIGNED BY THE PARENT.

CLOSING TIME

The Center is scheduled to close at 6:00 p.m. We ask parents to cooperate in picking up their children before 6:00. If for some emergency a parent should be delayed, please call the Center and inform the aide in charge that you will be late. A late charge of $3.00 per quarter hour ($12.00 Per Hour) is assessed and payable immediately by the parent to the aide forced to remain overtime.

While we understand that emergencies do arise we request that parents keep in mind the 6:00 p.m. closing time. Our staff is hired until that hour and continuous tardiness to pick up a child on the part of a parent will necessitate our requesting that the child be withdrawn from the Center.

OTHER

The State of requires that all members of day care institutions be on the lookout for, and report to the State, any and all cases of abuse to a child. The Center is, therefore, obligated to report to the State any suspected cases of child abuse and/or neglect.

A FINAL WORD

The Center admits all children regardless of race, color, nationality or religious background.

Conferences are scheduled twice a year, in the Fall and in Spring. But by no means should you feel that these are the only times when you should visit with your child's teacher. We want to exchange thoughts and information on your child whenever necessary. We welcome mothers and fathers on field trips, during class time when you may wish to share your talents with us, or helping us with various projects to benefit the children's classrooms.

Parents are most welcome to join their children for lunch at the Center.

(Signed) _____
(Day Care Director)

_____
Date

We have read the foregoing and accept this agreement:

_____ _____
(Signatures of Parents)

_____
Address

_____
Date

Please send a copy of this form to the Center and keep one copy for your records.

MEDICAL REPORT ON A CHILD
IN A LICENSED DAY CARE FACILITY

_____
(Name of Person Examined) (Birthdate)

I. TESTS AND IMMUNIZATIONS

A. Test on Adult or Child Examined

Test	Date	Results
Tuberculin skin, or chest x-ray in a positive reactor _____	_____	_____
Other (Specify)		
_____	_____	_____
_____	_____	_____

B. Immunization Schedule (ONLY FOR A CHILD PLACED OR TO BE PLACED IN A LICENSED FACILITY)

(Immunizations shall be administered in accordance with good medical practices as recommended by the Illinois Department of Public Health and/or the American Academy of Pediatrics.)

Type	Date of Basic Immunizations			Boosters	
Rubella _____					
Measles _____					
Mumps _____					
Whooping Cough _____	_____	_____	_____	_____	_____
Diphteria _____	_____	_____	_____	_____	_____
Tetanus _____	_____	_____	_____	_____	_____
Poliomyelitis _____	_____	_____	_____	_____	_____
OTHER (Specify) _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

II. FINDINGS AND RECOMMENDATIONS

A. Findings
Examination revealed the following significant physical and emotional conditions:

_____

_____

_____

_____

B. Recommendations
The above individual was found free of communicable disease and otherwise physically and emotionallv fit to serve or reside in a facility caring for minor children:

Yes No (Explain "No")_____

_____

_____

_____ _____
(Date) (Physician's Signature)

Address_____

Telephone_____

REAXAMINATIONS

Findings and Recommendations

_____

_____

_____

_____ _____
(Date) (Physician's Signature)

_____

_____

_____

_____ _____
(Date) (Physician's Signature)

130

THE TUITION AGREEMENT

The Tuition Agreement is signed by the parent(s) and by the Director. The parent(s) keep one copy and return the second copy to the center. The center's copy is placed in the child's file. Whenever there is a change in the tuition rate, a new agreement will need to be filled out.

It should be remembered that the reason for the surcharges is to protect the day care center. It is not to penalize the parent. It becomes important to abide by the Tuition Agreement and to collect the surcharge if a parent is late in paying the child's tuition. The parent is not done a favor if the child's tuition goes unpaid. Helping the parent(s) accept their financial responsibility towards the day care center is part of the process of professionalizing the field of day care.

TUITION AGREEMENT

_____
(Date)

At the time of your child's enrollment and every September thereafter you will be asked to sign a tuition agreement. Please sign and return one copy. Keep the second copy for reference.

Tuition Payment Procedures:

Tuition is to be paid in full on Monday of each week. If tuition is not paid by 9:00 a.m. Wednesday and there is a balance due, a $5.00 surcharge will be added.

Payment may be made by check or cash.

Tuition Adjustments:

If a child does not attend school for a full week (to a maximum of 4 weeks per year) due to vacation or illness, and if the Center is notified no later than Tuesday of that week, one half (½) of the normal tuition is charged. It is best to notify the Center in writing or by direct phone contact. If a parent has used the four week half-tuition allotment, full tuition will be charged whether or not the child is in attendance.

In the case of vacation the check must be left before departure to avoid a SURCHARGE AND TO HOLD YOUR CHILD'S PLACE. In the case of illness the check must be dropped off before Wednesday to avoid a surcharge.

Tuition Programs:

All tuitions are based on the total yearly cost of the program. The weekly fee is a breakdown of this yearly cost to facilitate parent payment.

There are two tuition programs available to parents of children at the Center.

a.	Full Time Tuition	$ .00 Per Week
b.	Part Time Tuition	.00 Per Day

132

My child _____ is enrolled in the _____ Program. The weekly rate of tuition for my child is $_____.

I have read the Regulations regarding Tuition Payment Procedures and agree to abide by them.

_____ _____
Signed (Parent or Guardian) (Date)

_____
Signed (Parent or Guardian)

Day Care Center

_____
Signed (Director)

THE EMERGENCY CARD

The Emergency Card is usually printed on heavy card stock and is kept in the child's classroom. The Consent for Treatment should be stapled to the back of the emergency card. The emergency cards for each classroom (and Consent for Treatment Forms) should be placed inside a Ziplock bag, and hung from a hook by the classroom door.

Whenever the children leave the center on a field trip or an outing, the plastic bag containing the cards should be taken along by the person in charge of the group. If an accident were to happen or if a child should need care, all of the information on whom to contact as well as emergency numbers and the medical release would be available. The staff should never leave the center without the Emergency Card and the Medical Release Form.

When the staff and children return to the center, the plastic bag containing the cards and the releases should be hung on the hook by the door.

EMERGENCY CARD

DATE_____

Child's Name_____ Family Name_____

Mother Father

Home Address_____ Phone No._____

Program: Infant____ Day Care____ Kindergarten____ After School____ Summer Day Camp____

Mother's Employer_____ _____

Address Tel. No.

Father's Employer_____ _____

Address Tel. No.

In Emergency Contact: 1._____ _____

Tel.No. Relationship

2._____ _____

Tel.No. Relationship

Doctor_____ Address_____ Phone_____

Who is authorized to call for child?_____

_____

(Child will be released only to individuals indicated above.)

CONSENT FOR TREATMENT

In the event a child in the center is hurt or injured it is recommended that the paramedics be contacted immediately. The paramedics will decide whether they can administer treatment at the center or whether the child should be taken to the nearest hospital for emergency care. If a paramedic team is not available, the police department should be called to request help. Or, the center may want to call a private ambulance to transport the child to the nearest hospital.

Before leaving, make sure to take the Emergency Card. The Consent for Treatment Form will already have been stapled to the Emergency Card.

Once the child is at the hospital, the child's parent will need to be contacted. Ask that he/she meet you at the hospital. If the parent cannot be reached, that is where the Consent for Treatment Form will need to be used.

Usually, a hospital will not treat a minor without the parent's consent. If the parent cannot be reached, most hospitals will not treat a child, regardless of how serious the injury.

The Consent for Treatment form authorizes you to act on behalf of the parent by requesting that the hospital staff treat the child.

CONSENT FOR TREATMENT

This is to certify that for the period from _____ (date) to _____ (date)

I hereby constitute and appoint _____ (name in full of Center)

_____.

my true and lawful attorney, for the purpose of authorizing medical treatment to, and the performance of any procedure determined to be necessary after consultation with the Emergency or Family Physician, on my children:

CHILD'S NAME	BIRTHDATE	ALLERGIES/PROBLEMS	DATE OF LAST TETANUS

FAMILY PHYSICIAN: _____ PHONE: _____

ADDRESS: _____

SIGNED: _____

RELATIONSHIP: _____ (Mother, Father, Legal Guardian)

WITNESSED BY: _____

WITNESSED BY: _____

This form must be signed by two witnesses.

THE PICKUP CARD

The Pickup Card is used to protect the children from being picked up by unauthorized individuals. The parent or legal guardian of the child receives five (5) pickup cards. The cards are verified in the classroom before releasing the child.

The parent or legal guardian should give one of the cards to each individual authorized to pick up the child. The pickup card must be completely filled out and signed by the parent or guardian. When picking up the child, the authorized individual is to show the card to the staff person in charge. NO CHILD SHOULD BE RELEASED WITHOUT THE INDIVIDUAL SHOWING THE PICKUP CARD. NO EXCEPTIONS SHOULD BE MADE.

A parent or guardian may request additional pickup cards as needed.

PICK UP CARD

_____
Name of Authorized Person

May pick up my child _____

on my behalf. _____
(Parent or Guardian)

_____
Date

APPLICATION FOR DAY CARE

FINANCIAL ASSISTANCE

Centers receiving state or federal subsidies are charged with the responsibility of collecting accurate and complete financial information on their clients. The Application for Financial Assistance collects all of the needed information.

Parents applying for subsidy should fill out the application in full. All questions need to be answered. If a question does not apply, the parent should so indicate in writing. The application is then signed by the parent applying for subsidy and is reviewed by the director or intake worker.

A check stub verifying income will be attached to the application.

A copy of the divorce papers indicating the amount of child support also needs to be included with the application. In the event the parent is not receiving the child support to which s/he is entitled, the parent should write a letter stating this, and the letter should be notarized. It then is attached to the application for subsidy and becomes part of the file.

This application may also be used to collect information on parents eligible to receive free food and free meals.

APPLICATION FOR DAY CARE FINANCIAL ASSISTANCE
(Please answer ALL Questions)

_____
Todays's Date

I. Applicant's Name_____Sex_____
(Parent or Guardian)

Address_____Phone No._____

Date and Place of birth_____at_____
Month Day Year City/Town State/ Nation

Social Security Number_____

Living arrangements: I rent ( ), own ( ) my home. My monthly rent is: $_____.

My landlord is_____who lives at _____
_____.

Phone No._____and who is ( ), who is not ( )
related to me as follows:_____

Are you a permanent resident of the Township? Yes____ No____

What is your marital status? Check one:

( ) married-living with husband/wife ( ) married-husband/wife absent
( ) never married ( ) in hospital, nursing home, etc.
( ) divorced ( ) separated/deserted
( ) widowed ( ) Other

The present address of my husband/wife with whom I am not now living with is: _____
_____.

I receive child support from my husband/wife in the amount of $_____per month.

A court order has ( ), has not ( ) been issued for the support of my child(ren).

II. Members of my household:

Full Name			Birthdate			Birthplace		Name of Child's	
First	Middle	Last	Month	day	year	City	State	Mother	Father

What is your relationship to the child?_____

Who has supported the child (children) prior to this application?_____
_____
_____

Give information if the CHILD (CHILDREN)has income from:

	AMOUNT PER MONTH
Mother	$_____
Father	$_____
Social Security Benefits	$_____
Trust Fund	$_____
Other Relatives	$_____
Other Source (describe)	$_____

III. Occupational Information

Please circle the appropriate answer:

Are you employed? Yes No

Name and address of your employer_____

_____

Are you employed? Full Time - or - Part Time (Circle One)

If part time, number of work hours per week_____

How often are you paid? (Circle One) weekly - every 2 weeks - bi-monthly - monthly - hourly. If so, hourly rate_____

How much is your Gross income per pay period?_____(before taxes)

Who were your employers in the last 3 years?

From (year to year)	Name	Address	Full/Part Time

Is your spouse employed? (Circle One) Yes No

Name and address of spouse's employer_____

_____

My spouse works: Full Time_____ Part Time_____ (Circle One)

If part time, number of hours worked weekly _____

How often is your spouse paid? (Circle One) weekly - every 2 weeks - bi-monthly monthly - hourly - if hourly, how much per hour?_____

What is your spouse's gross income per pay period?_____(before taxes)

Current income from: (Give information if YOU or YOUR SPOUSE have income from):

Source	Amount Per Month	Source	Amount Per Month	Source	Amount Per Month
Wages (gross)	$_____	Relatives	$_____	Unemployment Benefits	$_____
Alimony/child support-interest	$_____	Workman's Compensation	$_____	Veteran's Benefits	$_____
Spouse's Social Security Benefits	$_____	Lodges & Union	$_____	Annuities	$_____
		Applicant's Social Security Benefits	$_____	Public Aid	$_____

IV. Personal Property: Give information if you or your spouse have personal property as follows:

Kind	Value	Kind	Value	Kind	Value
Bank Accounts	$_____	Automobile	$_____	Government Bonds	$_____
Postal Savings	$_____	Mortgages	$_____		
Stocks & Bonds	$_____	Savings	$_____	Other	$_____

V. Real Estate

Do you or your spouse own real estate property? ( ) Yes ( ) No.
If "Yes", give address and describe property:

Description	Location (Street Address, Town, State)	Value

Are you renting out this property? ( ) Yes ( ) No.
If "Yes", what is your monthly income from the rental of this property?_____

VI. Give information if you have any debts or unusually large medical bills.

Amount	To Whom Owed	For	Monthly Payments

I have read the above and foregoing Application for Day Care Assistance, and declare under the penalties of perjury that to the best of my knowledge and belief the information supplied in this application and all accompanying statements or documents is true and correct, and that it is a complete statement of all income, assets, or resources belonging to me or to any member of my immediate family.

I agree to notify the Executive Director of the Day Care Center of any change whatsoever in need or in the resources listed herein or of any new or additional income or resources.

Signed_____

Date_____

_____
Reviewed by Title

_____
Date

ACCIDENT REPORT

The Accident Report is to be filled out in duplicate whenever an accident occurs or a child is injured. Accidents include bites, cuts, abrasions, falls, or more serious injuries.

The original of the accident report is handed to the parent when the child is picked up. The copy of the report is placed in the child's folder.

The report needs to be filled out carefully and factually. It becomes a legal record for the day care center.

INCIDENT REPORT

This form is used to keep a record of an event (other than an accident) which is out of the ordinary. Examples, a child going out of control and striking a teacher, an enraged child screaming for a portion of the morning, incidents of passive resistance, an older child wetting his/her clothes regularly at naptime. The original goes to the parent and the copy goes in the child's file.

This form has proven to be very effective in cases where the parent refuses to accept parental responsibility or work with the staff in dealing with a difficult child. It is important that the incidents be reported factually and unemotionally.

DAY CARE CENTER

ACCIDENT REPORT

Agency Use Only

1. Name of Center _____

2. Name of Child Injured _____

3. Age of Child (birthdate) _____

4. Name of parent or guardian _____

5. Date of Accident _____

6. Description of Accident:

   a. How was child injured? (What was child doing when he was hurt?)

   _____

   _____

   b. Were there other children or adults involved? _____

   How? _____

   _____

   _____

   c. How and when was parent notified? _____

   d. Was a Doctor contacted? _____

   e. Was the Child taken to the Hospital? _____

   f. Nature and location of injury (describe fully what area of body was hurt.) _____

   _____

   _____

   _____

_____

Teacher or person in charge

_____

Director

_____

Date

DAY CARE CENTER

INCIDENT REPORT

Classroom:_____ Date_____

Incident:

Reported to: By:

Follow Up

_____
Signed

146

AUTHORIZATION TO RELEASE INFORMATION

The information which a day care center may give out on a child or the child's family is restricted by law. The center may not give out any information to an individual, an agency, a school district, a hospital, or others without first obtaining permission from the parent or guardian to do so.

The Authorization to Release Information will need to be filled out and signed by the child's parent or guardian. The document authorizes the center to release confidential information on the child. A signed copy of the authorization should be kept in the child's folder.

This form is to be filled out only when the need arises.

RELEASE FORM

Date_____

RE:_____

I hereby authorize the _____Center to release any social and/or medical information to _____

_____.

_____
Name of Parent or Guardian

_____
Address

_____
City & State

148

Dear Parent:

Thank you for choosing our Center to care for your child. Our classrooms are filled at the moment and your child has been placed on waiting list effective _____.
date

As soon as an opening occurs you will be telephoned directly. At that time you will be asked to fill out additional forms. The forms will be mailed out to you. As soon as you fill them out, please telephone and set up a personal appointment to visit the Center. I will be happy to show you the building and explain your child's program to you.

While we don't know when an opening will occur, I want to assure you that every effort will be made to get your child into our program as soon as possible according to his standing on the waiting list.

Sincerely,

DAY CARE CENTER

Director

WAITING LIST

PROGRAM _____

DATE APPLICATION RECEIVED	NAME OF CHILD	PARENT CONTACTED ON	DATE CHILD STARTED

Organization:

Class:

Event:

Date:

In consideration of _____Day Care Center permitting my child to participate in the event, I hereby for myself, my heirs, administrators, and assigns waive and release any and all rights and claims of any nature I may have against _____Day Care Center and any organizations connected with this event, their representatives, successors and assigns for any and all injuries or damages of any nature which my child may suffer while taking part in any activities connected with the event.

_____	_____	_____
Name of child	Parent Signature	Date

KEY: x-Full Day
(Half Day A.M.)
(Half Day P.M.)

Month _____ Year _____

--GROUP DAY CARE ATTENDANCE RECORD--

PROGRAM _____

NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL
1.																																
2.																																
3.																																
4.																																
5.																																
6.																																
7.																																
8.																																
9.																																
10.																																
11.																																
12.																																
13.																																
14.																																
15.																																
16.																																
17.																																
18.																																
19.																																
20.																																
21.																																153
22.																																
23.																																
24.																																
25.																																
26.																																

152

HOURLY COUNT FORM

In order to be able to staff a classroom properly, it is important to know how many children arrive at the center at fifteen minute intervals. The hourly Count Form is used in each classroom to keep an accurate count of arrivals during one week. These counts should be taken at least once a month.

Based on the patterns shown by the children's arrivals and departures, the director will be able to work out the center's staffing patterns.

MEDICINE REPORT FORM

Most states do not permit giving a child over the counter medication. This makes a center liable for keeping an accurate record of all prescription medicine given a child, including when the medicine was given, who authorized it, and name of the individual giving the medicine and the prescription number.

The medicine report form is to be kept on the Parent's Bulletin Form in each classroom. Each parent requesting that a child be given prescription medication will need to fill in the date the medicine is to be given, the name of the child, name of the doctor authorizing the medication, the prescription number and the hour the medication is to be administered.

One staff person in each classroom, usually the Head Teacher, is responsible for administering the medications to the children. This individual is to write in the time(s) the medication was given and his/her name.

HOURLY COUNT

CLASSROOM _____

Dates (from _____ to _____)

Number of Children :

me	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
30					
45					
00					
15					
30					
45					
00					
15					
30					
45					
00					
15					
30					
unt Taken by: lease sign)					
15					
30					
45					
00					
15					
30					
45					
00					
15					
30					
45					
00					
unt Taken by: lease sign)					

MEDICINE REPORT

DATE	NAME OF CHILD	NAME OF DOCTOR	PRESCRIPTION NUMBER	HOUR MED. TO BE GIVEN	HOUR MED. GIVEN	GIVEN BY
						157
156						

FOOD SERVED WEEK OF_____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
SNACK	SNACK	SNACK	SNACK	SNACK

158

159

WEEKLY MEAL RECORD FORM

The U.S. Department of Agriculture requires that centers maintain accurate records of the numbers of meals eaten by children receiving subsidized meals. Since the federal government does not permit discrimination between those children paying full tuition and not receiving subsidy and those children receiving subsidy, it becomes necessary to keep a record of all of the meals served to every child in the classroom.

One staff person is responsible for checking off the names of the children present and eating at each meal.

To insure accuracy, each meal needs to be totalled down and across. Totals should agree.

These forms need to be filed by week, and maintained for a period of three years, unless the center has been audited by the USDA. In the event of an audit by the federal government, the forms are accepted as corroborating evidence of the numbers of meals served.

FOOD INVENTORY FORM

By filling in the information needed in the various columns, the director will be able to ascertain at the end of each month the amount of food on hand, the cost of inventory on hand, and what food needs to be ordered.

This form is important in order to maintain accurate financial control over center expenditures.

WEEKLY MEAL RECORD

Week of _____

Program _____

NAME	BREAKFAST						LUNCH						SNACK						
	M	T	W	R	F		M	T	W	R	F		M	T	W	R	F		
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			
16.																			
17.																			
18.																			
19.																			
20.																			
21.																			
22.																			
23.																			
24.																			
25.																			
26.																			
27.																			
28.																			
29.																			
30.																			
TOTALS																			

ITEM	MONTH OF_____ ON HAND	VALUE	NEED	MONTH OF_____ ON HAND	VALUE	NEED	MONTH OF_____ ON HAND	VALUE	NEED	UNIT PRICE

SUPPLY LIST

Month_____ Ordered By_____

Program_____

Construction Paper: Colors_____ _____ _____

_____ _____ _____ _____ _____

Crepe Paper: Colors_____ _____ _____

_____ _____ _____ _____ _____

Newsprint:_____ Tissue Paper: Colors_____ _____

_____ _____ _____ _____

Crayons: No. of Boxes_____ Colors_____ _____ _____

_____ _____ _____ _____ _____

Glue: Elmers_____ Paste: White_____ _____

Finger Paint: Colors_____ _____ _____ _____ _____

Poster Paint: Colors_____ _____ _____ _____

Watercolors: _____ _____ _____ _____ _____

Refills for Watercolor Sets: Colors:_____ _____ _____ _____

Paint Brushes: Size_____ No._____ Chalk: Colors: _____ ____

_____ _____ _____ _____ _____ _____ _____ _____

Pencils: _____ Erasers_____ Markers: Colors_____ ____

_____ _____ _____ _____ _____ _____ _____ _____

Tape: Masking _____ Clear_____ Other (Specify quantity & Color)

_____ _____ _____ _____ _____ _____ _____ _____

Cleaning Supplies:

Disinfectant: Liquid_____ Spray_____ Soft Soap_____Bleach_____

Sponges_____

Laundry Detergent_____

Delouse Spray_____ Shampoo_____

Other_____ _____ _____ _____

Pet Supplies:

Cedar Litter_____ Guinea Pig Food_____ Goldfish Food____

Rabbit Food_____ Gerbil Food_____ Hermit Crab Food_____

Other Animal Food (specify)_____ Other Pet Supplies (specify)_____

_____ _____ _____ _____ _____ _____

Other Supplies: (specify quantify needed)_____

_____ _____ _____

_____ _____ _____

EQUIPMENT LIST

PROGRAM _____ DATE _____

ORDERED BY: _____ APPROVED BY _____

ITEM DESCRIPTION	QUANTITY	NAME OF CATALOG	PAGE	ITEM NO.	PRICE	TOTAL

APPROVED SUPPLY INVENTORY FORM

MONTH OF _____ CENTER _____

ITEM APPROVED BY _____ FILLED OUT BY _____

ITEM	ON HAND	NEEDED	ITEM	ON HAND	NEEDED

TRAVEL EXPENSES FOR MONTH OF _____

NAME _____

DATE	DESTINATION	NO. OF MILES

Total No. of Miles _____

@ 20¢ _____

Tolls _____

Other: _____

Total Transportation Expense _____

DATE SUBMITTED _____ SIGNATURE _____

APPROVED _____

166

PETTY CASH SUMMARY

Amount of Money_____ Date_____

QUANTITY	ITEM	AMOUNT	QUANTITY	ITEM	AMOUNT

Approved _____ Signature _____

(This form to be filled out in duplicate using carbon. The carbon copy goes to the employee, the original remains in the office.)

VEHICLE MAINTENANCE
CHECK - OFF
LIST

This form is to be completed on each vehicle every Friday. Place check mark in space provided to indicate satisfactory condition. If condition is not satisfactory, make entry under remarks. When necessary, remove car from service until repair is completed.

Identity of Vehicle: _____

Week Ending:						
Gas - Never below ¼ tank						
Oil						
Water						
Battery						
Brakes						
Emergency Brake						
Windshield Wipers						
Lights						
Signal Lights						
Transmission Fluid						
Tires						
Spare Tire						
Jack						
Glove Compt. in order						
Mileage since last service						
Car swept out, ashtrays clean						
Flares						
Fire Extinguisher						
Registration						
Insurance Card						
First Aid Kit						
Seat Belts						

VEHICLE MAINTENANCE CHECK - OFF LIST CONT'D

Remarks: _____

_____

_____

_____

_____

_____
Signature Department

CURRICULUM AND PROGRAMS

It has already been stated that the staff is the backbone of a good day care center. More than any other staff member, the Head Teacher is the one individual responsible for the quality of programming in the classroom. If the individual best qualified for the job has been hired, that individual should be given the opportunity to develop a program that will benefit every child in the classroom.

The examples that follow demonstrate the meaning of outstanding classroom programming. Not only are the teachers who have written these programs knowledgeable of early childhood principles and concepts, they are also aware of the differences in need of the children in each age group. They are highly specialized in meeting those needs.

A director needs to know what s/he is looking for in programming. It is not fair to a teacher simply to request that s/he put a classroom program together. The director will need to share with the teacher the process necessary to achieve the end result. Some of the items to be discussed will include:

- A decision on the curriculum areas to be included in the program, i.e., art, science, self help, large muscle, etc.
- The purpose or goals of the program. The following questions will help define those goals: What do you want the program to accomplish? Why do you want to accomplish it? How do you want to accomplish it? When (in what order or sequence) do you want to accomplish it?

The goal or purpose of the program is the ultimate reason for offering that particular program to a child. There may be several goals per program.

It then becomes necessary to establish which programs will be implemented. While an infant program would not incorporate a math program into its curriculum, math would be an extremely important aspect of the pre-school age child's program.

There will also be goals or purpose for each curriculum area. Once the teacher has determined the goals for each area of the program it is time to write the curriculum itself.

It is suggested that the curriculum be written by the month. It is then possible to coordinate the activities which will take place in the various program areas. The teacher may wish to be quite detailed in the writing of the programs (see the Tots' Program, by Sandy Augustine), or may want to express broader concepts to be more clearly defined in the writing of the lesson plans (see the Developmental II Program, by Mary Stoneberg). The sequencing of events to take place in each curriculum area is equally important.

The curriculum may reflect the teacher's personality. Notice the difference between the Developmental I and Developmental II Programs. Both of these programs serve children ages 3½ to 5. The sequencing, subject matter, even the curriculum outline by the month (or not) is different in these two programs. Yet, they are both excellent. A director will have little difficulty in following the development of these curriculums onto the weekly lesson plan. Nor will it be difficult to ascertain whether the goals have or have not been met .

The curriculum is the master plan for the year. The weekly lesson plan gives a detailed, step by step, hour by hour development of how the curriculum will be implemented. The director will be able to see at a glance what will be happening in each program every hour of the day. Most importantly, the teacher will be prepared for what is to happen every hour of the day.

Lesson plans are due on the director's desk on Wednesday of each week. The director will have time to review the plans, make the necessary changes or recommendations, and return the plans to the Head Teacher with the appropriate comments. The teacher will then have sufficient time to implement the plan the following Monday. The Lesson plan is posted on the Parent's Board in each classroom.

Finally, the curriculum is needed in order to place an equipment order for the classroom. It eliminates the ordering of supplies and equipment based on guesswork, personal likes or dislikes and changes the ordering of equipment into a well thought out process with goals and purpose.

THE INFANT-TODDLER PROGRAM

No matter what the age, each class of children in a day care center presents its own joys and problems. From a two year old beginning to speak in sentences getting frustrated and biting a friend for taking a toy, to a four year old who will argue he was not playing with the blocks scattered all over the floor and he will not put them away. Each age requires ingenuity, energy, knowledge and patience from a teacher. However, an infant-toddler room with 18 children ranging in age from 3 months to 15 months demands the most energy, patience, creativity, humor and love from the staff working with this very special group of children.

The problems faced by parents caring for one child multiplies when caring for infants in a group situation. The emotional, physical and nutritional needs of an infant are the same as at home, but there is no way to explain to a crying baby she will be fed as soon as there is a free person. The baby is hungry and will cry until fed. This is where the understanding and patience of the staff are so important.

It requires an exceptional person, loving, nurturing and emotionally healthy, to spend a day with a roomful of infants crying (for any number of reasons from hunger or teething to having a favorite person leave the room), sweeping and mopping the classroom floors after each feeding, changing the diapers of 18 infants, bathing, powdering, changing cribs, then smiling and sitting down to lunch with a tableful of toddlers learning to feed themselves. An infant needs the best people in the center, not only to put up with all the difficult jobs, but also for the

joys of the room; the first times of sitting or standing alone, first steps and first words often happen there.

In addition, the child-staff ratio becomes of critical importance. One staff person for every four babies is adequate. Not only is it important that staff have a background in child development but also that they view caring for infants in a professional and nurturing manner. While most adults can take care of the physical needs of an infant, not every adult is equipped to meet the psychological and emotional needs of babies.

INFANT PROGRAM By Madlyn Strezo

3-6 Monts

- Stress physical contact when awake.
- Gross motor skills.
- Lift head - ex.: lay on stomach and lift head.
- Sits up - first on lap and propped against a cushion - then alone.
- Turn over
- Beginning to scoot on floor at about six months.
- Start to hold own bottle.
- Exercise to strengthen legs and back.
- Grasp objects put in hand.
- Reach for toys and bring to mouth.
- Raises head/chest supporting self on arms or forearms.

7-9 Months

- Sitting alone - high chair.
- Scooting and crawling on all fours.
- Pushes in walker - first backward then pulls himself where wants to go.
- Pulls himself up - first to knees then to feet - standing in crib, walker.
- Control arm movement - wave.
- Grasping and holding toys.
- Simple manipulation of toys - pick up rattles and small toys.
- Beginning of object permanence.
- Gets from a lying to sitting position by self and vice/versa.
- Responds to own name.
- Attempts at verbalization.

ex.: immitation of sounds and talking

simple sound at reflection

"ma-ma", "da-da", "bye-bye"

- Teething

10-12 Months

- Walking
  - Stands up and walks around chairs, shelves, tables- stands alone steadily - walks from person to person.
- Feeding
  - May begin table foods, drinking from cup with help - start feeding self.
- Use thumb and forefinger to pick up small object.
- Uncover hidden toys.
- Drop small objects into container

  ex.: plastic blocks into can
- Starts pushing chairs and walkers.
- Enjoys peek-a-boo.
- Looks at books without chewing.
- Verbalization
  - Understands no
  - Simple sounds and/or words (no, ball, dog)
  - Attends and responds to adult actions and words.

    ex.: comes when called
  - Attempts some recognizable immitation of words.
  - Uses motions as a way of talking.

    ex.: shakes head no

    holds up arms to be picked up

13-16 Months

Stress large motor activities

- Exercises - movement songs

  ex.: ring-a-round rosie

- Walking alone, climbing up and down.
- Bends over to pick up objects without falling over.
- Loves to pick up and carry large toys around the room.

Tactile experiences

- Corn meal play, water and soap bubble play
- Feeling different textures - rough, smooth, hard, soft, scratchy.

Small muscle activities

- Stacking blocks, shape, sorting
- Grasps several small objects and let them go.
- Puzzle pieces
- Peg boards
- Nesting toys
- Threading cube

Art Activities

Art activities should be a fun time. The finished project need not look terrific - the activities are just a means to expose children to a variety of materials and mediums.

- Coloring - crayons, chalk, markers
- Painting - with brushes, finger paints, pudding painting
- Paste and glue - collages, sand pictures, glitter, cereal and noodles.

Language Activities

- Songs and finger plays.

177

- Books available and stories read.
- Filmstrips
- Pictures
- Naming or point out parts of body.
- Same words
- Uses pull toys correctly.
- Starts to help with dressing ex.: holding out arms for shirt, pulling off shoes and socks.

17-19 Months

Language

- Naming objects and toys.
- Pictures, parts of body.
- May have two word sentences.
- Songs, nursery rhymes, finger plays.
- Stories

Small Motion

- Using spoon when eating.
- Puzzles, stacking toys.
- Peg boards.

TODDLER PROGRAM

GENERAL ASPECTS OF THE TODDLER PROGRAM:

It should be recognized that the toddler group is a diverse one, and that each child is different. We should recognize and encourage some difference, while at the same time proving opportunities for the toddler to enhance his/her developmental progress. Goals have to be constantly re-assessed in terms of the current needs of the children in the classroom.

Sensory Experiences

Toddlers are passing though one of the key phases in sensory/perceptual development. The early morning activity time is to be set aside for sensory experiences, but opportunities will be provided at least twice a week during other acitvity times as well.

- Pudding Play
- Jello Play
- Water Table
- Sand Table
- Beans, Rice and Macaroni
- Flour
- Cornmeal
- Karo Syrup Finger Painting
- Noise Makers, Bean Shakers
- Flashlight Play
- Silly Putty
- Cornstarch Play
- Tasting and Smelling Boxes
- Film Strips
- Music/Rhythm
- Bubbles
- Play Dough
- Texture Books
- White Mud
- Shaving Cream

Cognitive Development and Language Acquisition

Cognitive

1. Work on recognizing and naming the teachers and

children in the classroom.

- using photographs of the children as flashcards.

2. Reinforce aspects of the routines such as: which table they sit at, which room they sleep in.
3. Work with the older toddlers on learning the words and actions to the songs we sing.
   - by singing to the children and encouraging them to sing along.
4. Increase child's ability to recognize common objects.
   - using picture books and picture cards of simple, common objects.
   - object boxes.
5. Work on learning the three basic shapes - circle, square, triangle.
   - lotto games for matching
   - shape sorters
   - art activities with these shapes (pasting).

Self Help

Children will be provided with opportunities to participate in activities designed to promote the growing independence desired by toddlers. Potty training will be provided where appropriate.

Younger Toddlers:

- Washing hands and faces.
- Eating with spoon and fork.
- Throwing cup and napkin away.
- Taking off shoes and socks at nap.
- Putting toys away.
- Washing and drying dishes.

- Washing and drying dolls.

Older Toddlers:

- Cleaning up spills.
- Passing out napkins, cookies, etc.
- Dressing and undressing.
- Flannel board - dressing for weather
- Setting Table
- Becoming aware of the rules for safety.
- Holding hands when walking outside.

All Children:

- Accompanying teachers on daily chores.
- Button/snap/zipper boards.
- Making choices.
- Helping to make part of meal.
- Cooking activities.
- Experience with household appliances (ex.: toaster, blender, vacuum)
- Helping clean tables.

Social/Emotional Development

1. To deal effectively with separation, anxiety and fear of strangers.
   - by comforting the child when upset and in need of security.
2. Begin to work on setting limits in such a way that the child learns self-regulation.
   - by following the rule: you may not hurt yourself; you may not hurt others; and you may not hurt the materials or equipment.
   - by using the methods of distraction, substitution,

alternative activity, or correct discipline when necessary.

3. Help child play well independently amongst a larger group of children.
   - keeping other children from interfering or disturbing.
4. Help child become interested in getting involved in play or planned activities.
   - using one-to-one interaction with child when possible.
   - getting involved yourself.

In order to meet the needs of the children in this area, the toddler staff will focus on providing a healthy emotional environment for the children. We will verbalize the rules and limitations of the classroom and encourage the children to do so as well. An emphasis will be placed on using positive/concise directions. Specific activities will include:

- While the children are in their play groups before lunch, their teacher will use the time for stories with particular emotional themes, puppet play, music, role playing, dress up.
- Games that encourage (demand) turn taking.
- Holding hands while going for a walk.
- Self-image activities.
  mirror play
  instant movies
  movies of children
  using names of others.

Language

1. For the older toddlers work on having them ask for

assistance rather than crying or whining.

2. Encourage the children (older toddlers) to use manners.
   - by saying please and thank you.
   - Encourage the children to use words rather than push or hit other children.
3. Encourage the toddlers to talk more.
   - using puppets
   - asking lots of questions (open-ended).
   - read stories and ask lots of questions.
4. Help the children learn and say the names of the others in the room.
5. Use the tape recorder as a special medium to encourage the children to hear themselves.

Activities will have to be designed with the developmental level of each child in mind progessing, for example, from basic sorting and labelling to puzzle work. Teachers will verbalize with the children while they are playing so as to provide a springboard for the children's own verbalizations. Language should be incorporated into every activity throughout the day.

- Learning simple songs and finger plays.
- Puppet Play
- Object Labelling
- Story Time
- Nursery Rhymes
- Memory Games
- Speak-n-Say
- Color Matching
- Tape Recorder
- Simple Directions (up, on, over under, etc.)
- Sorting Activities (from simple one class, to multiple class/ concepts)
- Counting Games
- Alphabet Games
- Fisher-Price People

Fine Motor Development

The aim is to provide the materials and activities important in advancing the child's small muscle coordination.

- Pouring and sifting
- Filling and Dumping
- Peg Boards
- Nesting
- Stacking
- Putting shapes through holes.
- Snap Beads
- Stringing Beads
- Macaroni Necklaces
- Cutting play dough with scissor
- Puzzle Work
- Shape Sorting
- Sewing Cards
- Lego Blocks
- Button and Snap Boards
- Twisting jar lids, nuts and bolts.
- Art Activities

1. Children will experience different textures.
   - using sensory tubes filled with beans, rice, noodles, sand, water, etc.
2. Will begin cooking activities.
   - by exploring cooking utensils.
   - By pouring dry ingredients.
   - By pouring wet ingredients.
3. With new toddlers work on eye-hand coordination.
   - By using pegs and peg boards.
   - Begin stacking 2, 3, and 4 blocks to form a tower or a row.
4. For older toddlers, set out more precise manipulation.
5. Basic art activities.
   - Tearing Paper
   - Coloring with crayon and chalk.

- Painting with Brushes
- Water Painting

Gross Motor Development

Developmental progressions will be kept in mind when providing opportunities in this area.

- Scarf Dancing
- Walking on line/balance.
- Dancing and Marching
- Walks outside when weather permits.
- Slide
- Climbing Stairs
- Climbing
- Hanging on bars and ropes.
- Stretching Exercises
- Tumbling
- Crawling under and through.
- Ball Play
- Frisbees
- Swinging
- Balloon Batting
- Pull toys, wagons.
- Block towers and walls.
- Ring-Around-The-Rosie
- London Bridge
- Bean Bag Toss
- Playing with big boxes.
- Obstacle Course
- Jumping

Creative Expression

Several times each week, children will participate in a scheduled activity that encourages them to express themselves creatively. These to include:

- Easel Painting
- Finger Painting
- String Painting
- Sponge Painting
- Q-Tip Painting
- Salt Painting
- Water Colors
- Felt Pictures
- Collages and Montages
- Murals - Chalk, Crayon, Paint
- Scratch Boards
- Easter Baskets, Eggs
- Potato Prints
- Food Coloring Pictures

- Marble Painting
- Crayon Activities (ex.: on sandpaper)
- Stained Glass Pictures
- Mobiles

Activities will be repeated on occasion to enhance the children's skills with particular mediums.

TOTS PROGRAM

By Sandy Augustine

(30 to 40 Months Old)

Art

PURPOSE: To develop the children's creativity. Supply sufficient materials so that the children have variety and can complete a project.

September:

1. Body Tracing
2. Finger Painting
3. Crayons and Paper
4. Art projects using colors red, yellow, green, and blue.

October:

1. Nature Pictures
2. Pasting (collages)
3. Glueing (collages)
4. Halloween Projects

November:

1. Make pictures with different shapes.
2. Tracing Shapes
3. Painting with objects and shapes.
4. Thanksgiving Projects

December:

1. More advance shapes.
2. Christmas Art Projects
3. Christmas Gifts

January:

1. Snow Pictures
2. Cutting with scissors.

187

3. Animal Collages

4. Animal Shapes

February:

1. Valentine Art Projects

2. Valentine presents and cards for Moms and Dads.

3. Cutting with scissors.

4. Make and use costumes of different cultures.

5. Activity using dark colors.

6. Activities using light colors.

March:

1. Pet Collage

2. Painting with a media representing pets.

3. Make fish bowls.

4. St. Patrick's art projects.

5. Making Kites

6. Art project associated with spring.

April:

1. Do art projects for Holiday - Easter.

2. Crayon melting.

3. Texture Collages

4. Texture Rubbings

May:

1. Art projects dealing with a certain letter of alphabet (ex.: S, sponge painting, string painting)

2. Make Mother's Day gifts.

3. Cutting on a line.

LANGUAGE

Purpose: to develop the children's vocabulary and understanding of the meaning of words.

September:

1. Introduce, "What is your name"?
2. Introduce, "Thank you for your food".
3. Stories on body parts.
4. Stories on colors.

October:

1. Increase attention span through flannel board stories.
2. Introduce words of season, "Fall".
3. Introduce words of holiday, "Halloween".

November:

1. Introduce words: circle, square and triangle.
2. Introduce words of holiday, "Thanksgiving".

December:

1. Introduce please and thank you.
2. Introduce Christmas words and Christmas stories.

January:

1. Introduce concept of snow through stories.
2. Names of winter clothes and season.
3. Simple finger plays.

February:

1. Expand on finger plays.
   Introduce puppets.
2. Introduce words, valentine, love, red.
3. Introduce words dealing with certain cultures.

March:

1. Introduce words (Irish, St. Patrick, green)
2. Introduce "May I be excussed".

3. Encourage story recall.

4. Introduce stories of spring.

April:

1. Introduce letter "B".

2. Introduce B sound.

3. Encourage more story involvement with flannel board.

May:

1. Introduce letters "D, F, S".

2. Sounds of letters.

3. Introduce - "Mother's Day".

4. Encourage open discussion.

MUSIC

Purpose: To encourage children to sing as an enjoyable expression. To develop rhythm and listening skills.

September:

1. "A,B, C"Song.

2. "If Your Happy and You Know It".

3. "Open, Shut Them"

October:

1. "Sammy", activity record.

2. Halloween songs.

3. Easy finger plays.

November:

1. 10 Little Indians

2. Soft and loud clapping.

3. Musical Instruments.

December:

1. "Frosty the Snowman"

2. "Jingle Bells"

3. "Rudolph the Red Nose Reindeer"

January:

1. "Skip to My Lou"

2. "Farmer in the Dell"

3. Identify animal sounds.

4. Marching Band

February:

1. "I'm a Little Valentine"

2. "Wiggle Your Fingers"

3. "Once There Was a Little Bird"

4. Instruments to music.

March:

1. "I'm a Little Tea Pot"

2. Stop and Go with instruments.

3. Head, Shoulders, Knees and Toes.

4. "Way up High in an Apple Tree"

April:

1. "You are My Sunshine" - song.

2. "Rain, Rain"

3. Loud and Soft with instruments.

4. Encourage involvement in various activity records.

May:

1. Marching band outside.

2. Musical game outside.

3. New Songs

4. "Blue Bird, Blue Bird"

SMALL MOTOR

Purpose: To develop the children's small motor coordination,

eye-hand, and matching skills. Work on activities to prepare the children develop self-help skills.

September:

1. Clay and Play Dough
2. Tearing Paper
3. Build small towers.
4. Pouring with noodles.

October:

1. Squeezing sponges (water table).
2. Stringing large beads.
3. Carving Pumpkins

November:

1. Snapping/Buttoning
2. Pouring with beans.
3. Squeezing Baster (water table)
4. Folding Paper

December:

1. Cutting with scissors.
2. Silly Puddy
3. Pouring Rice

January:

1. Zippering
2. Squeezing with eye droppers.
3. Shaving cream play.
4. Sewing Cards.

February:

1. Use of washcloth and soap.
2. Putting on shoes.

3. Silly Putty

4. Spooning with styrofoam.

5. Rice Play

March:

1. Dirt Play

2. Water Plants

3. Snapping

4. Lacing Cards

April:

1. Outside sandbox play.

2. Buttoning and unbuttoning.

3. Zippering

4. Squeezing with eye droppers.

5. Paper cups in sandbox (packing).

SOCIAL SKILLS

Purpose: To develop the ability to work with others, to learn manners, and become familiar with their surroundings.

To develop the children's ability to do things more independently of adult help.

September:

1. Potty Training

2. Washing Hands

3. Concept of shaving (will be our goal for all the months).

October:

1. Potty Training

2. Washing Hands

3. Passing Napkins

November;

1. Pulling up own pants.
2. Washing Face
3. Quiet at circle time.

December:

1. Passing Food
2. Putting on own shoes.
3. Raising hand at circle.

January:

1. Putting on and hanging up own smocks.
2. Washing Tables
3. Sweeping

February:

1. Clean up after themself at activities.
2. Getting own smock.
3. Pulling up pants.
4. Putting on shoes.

March:

1. Hanging up own smock.
2. Pushing in chair.
3. Wash own hands and face using washcloth.

April:

1. Putting on own smock.
2. Passing Food
3. Brushing Teeth

May:

1. Pouring own juice or milk.
2. Raising hand at circle.

3. Clean up after self at meals.

LARGE MOTOR

Purpose: To increase the children's large muscle development. To develop their balance and coordination.

September:

1. Can operate tricycle.
2. Rolling ball on floor.
3. Crawling through a tunnel.

October:

1. Build with large blocks.
2. Rockie Boat (balance)
3. Hitting balloon in the air.

November:

1. Exercises
2. Climbing Stairs
3. Circle Games

December:

1. Exercises to music.
2. Walk on taped line.
3. Running and Hopping.

January:

1. Marching
2. Walking on balance beam.
3. Climber
4. "Hokey Pokey"and"Farmer in the Dell."

February:

1. Game, "Red Rover, Red Rover".
2. Exercises

3. Passing beach ball to one another.

4. Can operate tricycle.

March:

1. Play black bird game.

2. Skipping

3. Pin tail on Donkey.

4. Walk across balance beam.

April:

1. Play on playground.

2. Play chase in field.

3. Obstacle Course

4. Work on the climber.

May:

1. Ride bikes outside.

2. Field trips to other playgrounds.

3. Play catch with small ball.

4. Hopping and running games outside.

SCIENCE AND COOKING

Purpose: To provide the children with variety of experiences, a concept of volume, of measurement and transformations.

September:

1. Playing with sand and water table.

2. Make Cookies

3. Nature Walks

October:

1. Concept of fall.

2. Make Pumpkin Seeds

3. Changing of leaves (collect and look).

November:

1. Talk about heat changing shape, make popcorn.
2. Cook Squash
3. Talk about clothes for winter. Have felt board with clothes for children.

December:

1. Christmas Cookies
2. Provide experiences to gain understanding of winter weather. ex.: Freezing and melting process.

January:

1. Snow in the water table.
2. Concept of Spreading and Measuring.
3. Make pizza and animal cookies.

February:

1. Water table with snow.
2. Weighting Objects
3. Washing Chairs
4. Magnets
5. Make Pizzas

March:

1. Bean Sprouting
2. Flower Planting
3. Water Flowers
4. Magnifying Glass
5. Frosting Cupcakes Green

April:

1. Wash Tables
2. Walk in the forest.

3. Talk about the leaves, flowers and grass growing and changing to green.
4. Help with gerbil cage.
5. Color Eggs

DEVELOPMENTAL I

(3½ to 5 year olds)

Program Goals
(By Terry Kane)

1. To provide a nurturing, relaxed, and non-sexist environment with caring adults where self concepts are enhanced; independence encouraged; free choice decisions offered; social skills acquired; individuality respected.
2. To provide large portions of time in which the child can spend with his firends in a range of different and satisfying activities. The activities will be drawn from the following curriculum areas: art, science, woodworking, cooking, music and movement, drama, language arts, large muscle, fine motor and math games.
3. To provide the child with opportunities to gain competence in a variety of skills and techniques that increase his/her interest and control over his/her environment.
4. To provide for each child's physical well being while in our care.
5. To provide opportunities to develop large motor skills and coordination through physically active play.
6. To develop in the child an active curiosity about the world in which he/she lives and an enthusiasm for learning which stimulates exploratory behavior and creativity.
7. To help the child gain self-discipline in an environment where he/she knows the limits and expectations.
8. To develop in each child an appreciation for beauty and nature.

Program Goals

9. To provide an atmosphere in the classroom which promotes respect for others and materials.

Language

To introduce letters, their sounds, and words that begin with them. A new letter will be introduced weekly.

To introduce and repeat new words and their meanings.

To encourage verbal expression, social conversing, proper word usage and the sharing of ideas in a group situation.

- Names, areas of room, simply shapes, colors, textures, introduce classifying seriation, politeness, dramatic play.
- Puppets, body parts, letters, numbers.
- Following verbal and non verbal directions, letter sound association, opposites, names of animals and their houses.
- Introduce spatial vocabulary (over, under), expressing emotions.
- Recognizing each others names, weather vocabulary, label art work with phrases.
- Continue to direct proper expression of emotions.
- Repeat, introduce and practice new songs, finger plays and role playing on a daily basis.
- Stories will be read twice daily.
- Continue to recognize names, letters and numbers.

Gross Motor

Coordination will be encouraged.

Hopping, balancing, running, crawling, climbing, jumping, throwing.

Gross Motor

- Outdoor play, climbing, swinging, obstacle courses.
- Outdoor play, balance beam activities, body action songs, stepping, hopping.
- Relay race using above gross motor skills already introduced.
- Dancing and games (Simon Says, Farmer in the Dell), bikes, obstacle course with bikes.

Large Muscle

- Blocks and accessories.
- Start rotation with accessories.
- Mats and tumbling.
- Musical games
- Rotation

Math

Activities to recognize numbers, counting items.

Match the number to it.

Some children are at the point of simple addition and subtraction. These should be introduced and emphasized with those certain children.

Some children may be having difficulties in recognizing numbers - these should be continuously gone over during calendar time, circle time, and games.

- Recognize numbers, counting.
- Rods, finish number rods with unifix, Teddy Bear counters.
- Dot to Dot
- Number writing
-Matching number to objects.

Self Help

To encourage the child to do it on his own.

To encourage eye, hand coordination, patience, waiting turns, etc.

How to sit at circle, proper meal manners, handwashing, proper use of materials.

- Zipping, snapping, buckling, scooping and pouring rice, sorting, wiping tables.
- Pouring milk, juice, cereal, setting tables, food (taste and smell comparisons).
- Food Groups, polish shoes, ties shoes, etc.

Names of money, identifying sounds, and continuing to practice everything we learned so far.

Social Emotional

- Table Games involving sharing and communication, develop respect for teachers and others.
- Develop sense of pride in the environment by active participation in room set up.
- Develop the concept of sharing and giving, increase self concept by discussion of physical growth.
- Encourage use of please and thank you, provide opportunities for parallel and cooperative play, meet individual needs.
- All social emotional objectives will be emphasized throughout the whole year.

OBJECTIVES

Art

Art will be incorporated to enhance and encourage creativity,

Art

fine motor skills, color usage, perception, eye-hand coordination. Different media will be introduced and use encouraged.

- Primary colors, cutting, pasting, chalk, basic collages, easel painting, finger painting, play dough.
- Primary colors and secondary colors, cutting, gluing, water colors, colored chalk, play dough, tracing.
- Holiday pictures, mobiles, continue cutting, color usuage, tracing, placing of facial features.
- Holiday pictures, continuing to practice all fine motor and eye-hand coordination.

New medias will be introduced whenever possible. A variety of artistic ways should be done. For example, in order to get a picture on a piece of paper you can paint or print, or draw with crayons or draw with colored pencils or finger paint it.

Depending on the letter of the week, all medias may be incorporated in the art activities.

Manipulative

The manipulative shelf is an open area during free play and planned activities. This equipment is changed on a weekly basis. These activities enhance fine motor skills, eye-hand coordination and perception. The equipment used include, puzzles: large/small beads, sorting, peg and peg board, table blocks, stacking cylinders, texture board, sand and water table, matching texture, color, fabric, etc., eye droppers, basters, play dough, zipping, buttoning, lacing, sewing.

Interest Center

This deals primarily with the educational aspect of planned activities. These exercises include: tracing letters and numbers, writing letters and numbers, writing our name, recognizing names, spatical vocabulary, board games.

Fine Motor

Cutting, coloring, tracing; writing, zipping, buttoning, snapping, pegs, puzzles, clay, play dough, silly putty, lacing, pouring, washing, wiping, small block and lego building, painting - will be continued on a weekly basis.

For children having difficulty in making certain fine motor activies, special concentration and help will be given. Children who have already mastered the activities will be encouraged to go on and try more difficult tasks, ex.: coloring lines of small spaces, cutting zip zag out, painting with smaller brushes.

DEVELOPMENTAL II By Mary Stoneberg

Goals

Large Muscle Skills

- Understand how their bodies can move.
- Learn to control their body movements.
- Improve self confidence and self concept.
- Strenghthen, tone and control their large muscles.
- Improve skills in locomotion.
- Learn to judge distance and depth correctly.
- Increase self confidence in school and play situations where large motor and ball handlings skills are necessary.
- Improve timing of movement necessary to kick a ball.
- Learn to follow directions.
- Learn to interact and play.

Dramatic Play

- Have experiences to develop ideas and thoughts.
- Come to understand his world and people in it.
- Develop creative expression.
- Develop language skills as he speaks, listens and communicates.
- Role play family members.
- Engage in different role plays.

Block Play

- Have opportunities for isolated, parallel and cooperative play.
- Gain sense of power and achievement in the physical world.
- Experience emotional release through dramatic play.
- Engage in physical experiences through lifting, carrying and piling.

- Use creative expression and a sense of design.
- Develop skills in problem solving, number concepts, and language.

Interest Table

Math

- Identify numbers.
- Understand the relationship between a numeral and a set of objects.
- Counting will become both meaningful and fun.
- Learn terms such as big/little, more/less, etc.
- Recognize and name basic geometric shapes.
- Awareness and appreciation of the practical uses of numbers children see around them everyday, eg. (clock, calendar, money, etc.)

Reading Readiness

- Develop and improve listening skills.
- Follow Directions
- Learn the letters of the alphabet and their sounds.
- Notice likenesses and differences.
- Develop the skill of sequencing.
- Develop the skill of matching.

Colors

- Identify the colors.
- Recognize and identify the color names.
- Able to mix the colors.

Other goals for Interest Table:

- Recognize and identify their names.

- Begin to learn how to write their names.
- Learn their telephone numbers.
- Learn spatial relationships.

Manipulative Table

- Develop fine motor skills.
- Develop eye/hand coordination skills.
- Experience problem solving.
- Recognize that parts put together make a whole.
- Develop sensory motor control.
- Develop visual perception and discrimination skills.
- Develop concept of line and patterning.

Art

- Eye-hand coordination practice.
- Experiment, explore and express feelings difficult to put into words.
- Develop small muscle coordination.
- Explore and use different media.
- Experiment shape and design.
- Gain pleasure and satisfaction through different techniques.
- Experience self-expression and creative growth.
- Develop concepts of color, line, and texture.
- Develop concepts of shape, form, and design.
- Experience freedom from inhibitions.
- Understand that two colors make another color.

Discovery Table

- Develop an awareness of the natural environment.
- Discover the natural characteristics of water.
- Develop an awareness of his physical world.

207

- Enjoy sensory experiences.
- Sort and classify on the basis of size, shape and texture.
- Develop an awareness and understanding of their bodies.

Social and Emotional Growth

- Learn to share.
- Learn to take responsibility of cleaning up.
- Learn to take responsibility of all actions.
- Deal with all emotions.
- Accept each others differences.

Music

- Develop listening skills.
- Perform the exercise of pairing like sounds.
- Learn musical tunes which he can repeat.
- Learn to control motor impulses.
- Enjoy and cppreciate music.
- Role play the part of a marcher.
- Express freedom of movement.
- Become familiar with different musical instruments.

Book and Quiet Area:

- Learn to relax.
- Learn to appreciate good books.

September

Art:

- The child will: feel, manipulate, and explore using paste, scissors, and paper for pasting, cutting, and tearing.
- Develop control in using scissors.
- Combine colors and textures.

Interest Table:

- The child will: be able to recognize first and last name.

- Be able to put together his or her name together with letters.
- Be able to recognize his or her initials.
- Be able to trace and/or write his or her name.

Discovery Table:

- The child will: be able to identify the parts of his or her body.
- Gain an understanding of fall.

Manipulative Table:

- The child will: be able to put together very basic puzzles.
- Be able to manipulate pegs into holes.
- Be able to work with shapes and sizes.

Housekeeping:

- Be able to communicate and make friends through puppet dramazation.
- Be able to role play his or her family members.
- Be able to interact socially and emotionally.

Block Area:

- The child will: be able to accomplish a task by building with the blocks.
- Be able to role play with different objects eg. (garage, restaurant, village, etc.).
- Be able to interact socially, by sharing and working together to complete a task.

Music:

- The child will: be able to use the different musical instruments.
- Be able to enjoy music time.
- Be able to try and keep in time.

Language & Social:

- The child will: be able to learn all of his classmates' names.
- Be able to become friends and be able to share and play together with the other children.

Book Area:

- The child will be able to read books on friends.

Large Muscle Area:

- The child will: be playing games that include getting to know one another.
- Be able to throw and catch a ball.
- Be able to engage in running races and other relays.

October

Art:

- The child will: be continuing with the scissor practice.
- Be working with color and texture with fall colors and leaves.
- Be using different media while making different Halloween projects. eg., pumpkins, skeletons, etc.

Interest Table:

- The child will: be discovering the different colors by the following activities:
  - Book of colors
  - Tray of colors
  - Clothing colors
  - Leaf colors
  - Color matching
  - Color Test
  - Color Beads
  - Shades of Colors

Discovery Table:

- The child will try to understand what fall is by engaging in different activities - this will include several nature walks and collecting nature objects.

Manipulative Table:

- The child will: be given more difficult puzzles (more pieces).
- Begin to put things in order according to size and shape.
- Be given beads to string.
- Given toys such as tinker toys, legos, etc. to enhance small motor as well as creativity.

Block Area & Housekeeping:

These areas will be switched in order to allow variety of activities but the reason or purpose behind them will be the same in all the months - creativity, role playing, language skills, cooperative play, sense of achievement, etc.

Music:

- The child will: be able to begin learning some dance steps.
- Continue working with musical instruments.
- Continue learning new songs.

Social & Language:

- The child will: continue learning the rules of classroom.
- Continue getting to know one another by playing guessing games and Charades.
- Be learning table manners.

Large Muscle:

- The child will: become aware of all of his or her body movements through follow direction games in movement, such as Simon Says.

- Be participating in jumping and hopping games.
- Continue with using the ball.

November

Art:

- The child will: continue practice with the scissors.
- Be given shapes to trace and cut.
- Be learning about Thanksgiving through using different media and making projects eg., pumpkins, Indians, pilgrims.
- Continue working with colors using finger paints, water colors, etc.
- Also continue with texture by using finger paints with different objects mixed in eg., soap flakes, oatmeal, etc.

Interest Table:

- The child will: be working on listening skills by using the tape recorder to follow directions.
- Learn some spatial relationships such as: over, under, beside.
- Continue using manipulatives working with colors and his or her names.

Discovery Table:

- November is apple month.
- The child will: learn more about the apple through printing with it, tasting it with different condiments, cutting it up, etc.
- Be working with water pouring at this time - and sink and float.

Manipulative Table:

- The child will: continue working with puzzles.
- Be given pattern cards to work with the beads.
- Be given parquetry blocks to work with patterning also.
- Be given a chance to pattern with the peg boards.

- Be working with the lite brite pegs.

Block & Housekeeping:

- The child will: continue with role playing by using the community helpers to role play.
- Continue with enhancing his or her creativity, language skills, and cooperative playtime.

Music:

- The child will: continue working with getting the rythm by using the musical instruments.
- Continue learning new songs.
- Continue learning some simple step dances.

Large Muscle:

- The child will: continue using the ball in playing toss, Hot Potato, rolling between their legs, etc.
- Begin work on the balance beam.
- Continue participating in relays.
- Be introduced to a simple obstacle course.

Social & Emotional:

- The child will: continue to learn table manners.
- Be learning hygiene (dental also).
- Be learning about how there are different people in the world (races).

December

Art:

- The child will: continue using scissors to cut different shapes and objects.
- Continue practice tracing.
- Be able to put together a project by gluing and pasting.

- Continue using his or her creativity by using different media such as, finger paint, chalk, water colors, tempera paints, etc.
- Be working on different collages by using different media.
- Be making different Christmas projects by using different media.

Interest Table:

- The child will: be learning to count.
- Be able to count objects given (one to one)
- Be able to pick out the numbers from a group.
- Put together a counting book.

Discovery Table:

- The child will: begin learning about the different characteristics of water, boiling, evaporating, melting, etc.
- Learn about winter, by talking about the snow, where animals go in the winter (animal foot prints), etc.
- Begin to categorize the different animals (fur, feathers, skin, etc.)

Manipulative Table:

- The child will: be given a big floor puzzle to work on together.
- Be given legos, tinker toys to develop their small motor and creativity.
- Be given the work boards (zipping, tying, snapping) etc.
- Be given harder patterning and puzzles to work on.

Block & Housekeeping:

- The child will: continue role playing family (dress up).
- Be role playing the different community services eg., library, restaurant, bakery, etc.
- Continue developing his or her language skills and cooperative play.

Music:

- The child will: be working on a short Christmas musical skit.
- Be learning the different Christmas songs.
- Be working with the rythym by using sleigh bells.

Large Motor:

- The child will: be able to follow directions by playing Simon Says, obstacle course, etc.
- Be working on coordination by using the balance beam and other equipment.
- Participate in group games eg., Duck Duck Goose, Tisket A Tasket, etc.

Social, Language & Emotional:

- The child will: continue sharing and getting along with each other.
- Be given tasks to complete such as washing chairs, washing tables, washing windows, cleaning sink and shelves.
- Take responsibility for his or her actions when he or she hurts another child by taking care of the victim.
- Begin to learn about the different cultures by talking about them at circle and showing pictures.

January

Art:

- The child will: continue practice with scissors, tracing and pasting.
- Be able to work with 3-D objects, sculptures, play dough, etc.
- Freely use the art equipment independently.
- Continue to experience creativity by using the finger paints, water colors and etc.
- Begin working with the Valentine colors.

Interest Table:

- The child will: continue to work with the numbers and counting.
- Begin to learn the letters of the alphabet very briefly - recognition of the letter only.
- Continue with spatial relationships and sequencing.

Discovery Table:

- The child will: be introduced to magnets by doing different activities with them.
- Continue working with water.
- Continue to learn about winter.

Manipulative Table:

- The child will: continue working with the learning boards.
- Continue working with bustle blocks and lincoln logs to develop the fine motor skills and creativity.
- Begin working with sizes and shapes by using stacking blocks, cylinder blocks, etc.
- Continue working with patterns by using beads and parquetry blocks.

Blocks & Housekeeping:

- The child will: continue to role play different services such as: post office, grocery store, dress up.
- Further develop his or her creativity by putting on puppet shows.
- Continue to develop his or her language skills through interaction with others.

Music:

- The child will: continue to work with the musical instruments.
- Begin to march with the instruments.
- Continue to learn new songs and dances.

- Be introduced to a very basic charades using music.

Social & Language:

- The child will: begin learning about the four food groups.
- Continue with working on responsibility by completing small tasks.

Large Muscle:

- The child will: continue working with the ball eg., tossing, kicking, catching.
- Continue with work on the balance beam.
- Begin learning how to gallop, skip, etc. by using these in relays.

MONTESSORI PROGRAM By Rosemary Logan

Math

Goal: Gaining the primary concepts of set, mapping, cardinal numbers, and order through constant manipulation of the material.

Younger Children: (Focus on Quantity and Symbol)

- Unifix Cubes
- Wooden Numbers and Pegs
- Color the Number of Squares
- Number Cards (corresponding to bed bars)
- Numerical Rods and Symbols
- Memory Game
- Cards and Counters (optional control cards)
- Colored Bead Bars and Symbols
- Table Top Numerical Rods and Tiles

Older Children: (Focus on Association of Quantity and Symbol)

- 45 Layout
- Notation and Numeration
- Place Value
- Re-Grouping
- Reading Composite Numerals
- Banker's Game
- Teen Board
- Ten Board
- Linear Counting
- Decimal System (+ - x ÷)
- Fractions

Language

Goal: Providing a well integrated classroom as a language

playground to promote proficiency in the children's language skills.

Younger Children:

- Patterning
- Matching Cards (Many Diff. Types)
- Labeling (Many Diff. Works)
- Classification

  Things that Go Together

  Opposites

  Rhyming
- Sequence Excercises
- Metal Insets
- Initial Sound Cards
- Sound Books
- Final Consonants
- Sound Books
- Moveable Alphabet

Older Children:

- Blending Excercises
- Moveable Alphabet
- Pizza Wheel
- Memory Game
- Objects and Moveable Alphabet
- Pictures and Word Cards (Both Pink & Blue Series)
- Fish Game
- Consonant Substitution
- Puzzle Words (Sight Words)
- Pink & Blue Series

- Long Word Lists
- Phrase Cards
- Story Writing

Practical Life

Goal: To facilitate control of movement, and sense of community, development of the child's concentration abilities, control of his movement, and to help acquire a self image as that of an independent person.

Younger Children:

- Parquetry
- Peg Board
- Paper Punching
- Open - Close Excercise
- Dressing Frames
- Silver/Wood Polishing
- Dishwashing
- Scrubbing a Ball, Shell, Tire
- Carrot Cutting/Celery
- Nut Cracking
- Pouring (Dry & Water) 1-1, & -2, 1-3
- Suds Whipping
- Lock Board
- Pipes & Fittings
- Sink & Float
- Sifting
- Sorting
- Measuring
- Weighing

Older Children:

All Above Activities

Care of Environment

Sensorial

Goal: To develop a gradual progression of skills by the perception of differences, the perception of differences, the perception of differences and similarities, the ability to use complex matching skills, and the ability to grade objects.

Younger Children:

- Cylinder Blocks
- Pink Tower
- Brown Stairs
- Red Rods
- Knobless Cylinders
- Rough/Smouth Boards
- Color Tablets (Boxes 1 & 2)
- Sound Cylinders
- Constructive Triangles (Boxes 1 & 2)

Older Children:

- All Variations & Extensions of Above Activities
- Color Tablets (Boxes 3-7)
- Geometric Solids and Bases
- Mystery Basket
- Geometric Cabinet (Variations/Extensions)
- Geometric Cabinet & Cards (Variations/Extensions)
- Bindmial Cube
- Trindmial Cube
- Constructive Triangles (Boxes 3-5) (Variations/Extensions)

Gym

Goal: Development of gross motor skills, the ability to listen and to follow instructions, to develop patience, and to learn the enjoyment of group participation and gracefully accept defeat.

Activities:

- Balance Board
- Tumbling
- Rope Swing
- Rings
- Jump Ropes
- Relays
- Red Rover
- Duck, Duck, Goose
- Little Sally Saucer
- Rattlesnake
- Bozo Buckets
- Bowling

- Obstacle Course
- Soccer
- Freeze Tag
- Mother May I
- Simon Says
- 500
- 4 Square
- Leap Frog
- Tunnel

THE SCHOOL AGE PROGRAM

Where does one start in a room full of school age children with two asking questions, two fighting in the corner and you have just been informed that their aide is not coming in today?

That is when one sits down and takes a look at the big job ahead. Namely, to develop a program that provides activities for a group of children who are in a structured environment all day (the school), and that is not repetitive of what they are learning in school. Anyone can think of games or art projects to occupy a child's time but it is not until one realizes why one's activities are not working that one reaches the core of the school age program.

The school age child has reached an age where their needs are far more important than occupying their time with activities. Their needs must be met through learning socialization skills, learning how to handle their feelings and learning how to express these feelings in an appropriate way. This can be extremely difficult for a child involved in a group situation where peer pressure is so prevalent, where teachers feel overwhelmed by numbers and where there is so little time for individual attention.

Peer pressure can play an extremely important part when the school age child realizes that at the end of the school day other children are going home to their mothers. A child who has been in day care for many years feels he is old enough to be on his own after school. Single parents can unknowingly promote these feelings by placing added pressures on the child for emotional support as well as for helping out at home or with siblings.

At this age, children are aware of parental situations that involve divorce and separation which can awaken a number of confused emotional feelings. Learning how to sort out these feelings and working through the emotional problems that arise from them is dealt with every day in a school age program.

The answer, then, is to recognize the needs of each child when planning the program. In seeing the early morning and late afternoon as a time to provide a home-away-from home environment rather than an artsy-craftsy time. To set up classroom environments that allow for meeting the unique physical needs after a day of sitting in school; for providing a non-competitive climate where a child can deal with concrete ideas and real things; and where the essence of self-hood is enhanced by provinding experiences which assure opportunities for accomplishment, satisfaction and adequate means of coping with their realities.

SETTING UP THE SCHOOL AGE ENVIRONMENT

Seeking Self-hood In meeting the child's striving for growing independence, our optimism reaches its supreme test. We must BELIEVE that through personal approach, personal pursuit, every human being is doing the best he knows how in meeting his needs. And the more confidence he has in his own being, the more likely he is to choose avenues that lead to success rather than defeat.

The fumbling, trial and many error approach to solving many problems and dealing with many situations is a school age child's own way of expressing independent functioning. The center staff is there for support and help as needed, but the child's

growing sense of judgement and responsibility demands an environment be created in which:

* Activities are presented and made available, but adults do not dictate how they must be pursued.
* Guidance is offered but is not overwhelming.
* Guidelines are clearly delineated so that guidance is positive, not punitive.
* Love and confidence are always present in the form of "I am glad you are here. There are things here which you will enjoy and can do well".

The suggestions that follow allow for a room where the growth of independence in the child is encouraged, as well as the responsible behavior and self control that comes from a feeling of freedom; accompanied by the security of knowing that those around him genuinely care.

Center space may be limited, or facilities inappropriate for suggested activities. Sometimes school age programs are housed in spaces which must be shared or were meant for something else. Work with your children about the design of your space and you can probably work around some of the problems.

The children have been in school all day. Their energy level can be compared to that of a tightly wound spring waiting to be released. We must set up an environment where the energy can be released creatively. Ideally, there will be plenty of space indoors and outdoors, space to stretch their muscles, for running and climbing games. Children need "action oriented" activities after a day sitting in school.

It helps if the indoor space is divided into small work areas, separated by screens, tall shelves or crates. There should be an area for large muscle games and dancing. An area for carpentry and construction. A block building area is still popular at this age. It can become Dungeons and Dragons for the older children, a race track or a slalom race course with a little imagination. Only the props need to be changed. A science area with plenty of pets and plants to care for. An area set aside for table games and another for art activities. Dramatic Play Props can be set out, with plenty of mirrors for children to watch themselves. A quiet corner, with a bed, a cot or a couch to flop on plus a book shelf full of books nearby. And, most important, a privacy corner with a large box, a cubicle, or a cardboard "clubhouse" where a child may find much needed time to be alone.

Also, there will be need for an area where the children can have a light breakfast or snack in the morning and a healthy, hearty snack in the afternoon; with full meals included on days when school is not in session. Since food is a way of saying "I love you and care about you", eating family style helps to foster the feeling of companionship.

If any changes need to be made to the physical environment it is important to involve the children in the planning. Consistency in the environment is important. Children need the security of knowing where things are kept from day to day.

If equipment is attractively displayed on shelves, the children will have easy access to it. They will be happy to

"cont act" or cover containers to hold small parts. Homemade banners, artwork and posters can give the environment that "special" look.

The challenge is to create an environment where children can go to their chosen activities on their own, without interfering with each other, and without needing constant adult supervision. As adults, staff must be available when a child needs to learn a technique or needs help in solving a problem. This means staff must be free to circulate and to be available, without over-supervising or being tied down to one area or activity.

SCHOOL AGE PROGRAM

By Bonnie Wintz

Social Studies

Program Goals:

- To foster a child's awareness of the rights, privileges, and responsibilities in a democratic society.
- To foster respect for self, for others, and for belongings.
- To encourage constructive, cooperative attitudes in social relationships of all kinds.
- To be respectful and learn understanding of cultures different from his own.

General Areas of Study:

September - getting acquainted activities, discussion of rules and expectations, of child's responsibilities.

October - preparing for a safe, happy Halloween.

November - study of Thanksgiving: Indians, history, how it is celebrated (past and present), plan a Thanksgiving dinner of our own.

December - study of Christmas: how it is observed in other lands, what it means to us.

January - study of our culture and its symbols, expecially including many aesthetic traditions.

February - March - study of past presidents - Lincoln and Washington.

- celebrate St. Patrick's Day and spring.
- use newspapers for current events.

April - May - use story cards in circle to orally present above ideas.

- personality shields - who am I? What do I lie? Dislike?

Language Arts

Program Goals:

- To stress each child's development in listening, speaking reading, writing and spelling to its fullest degree.
- To foster an environment where each child will make full use of their individual talents and interests.

General Areas of Study:

September: getting acquainted through games, books, circle, written work.

October: writing stories to go with Halloween pictures, listening to records and movies, games pertaining to Halloween theme.

November: learning vocabulary words, listening to stories about writing sentences for Thanksgiving.

December: learning vocabulary words, listening to stories about writing sentences for Christmas.

January: listening to stories and records pertaining to our culture, writing sentences about America, perhaps a play to read aloud.

February - March: use sentence writing growing out of the child's own experiences.

- story telling from the child's pictures.
- wring their own cartoons.
- continue the use of Magic Circle.

April - May: use riddles to develop getting meaning from content, the answer may be written or illustrated.

- write sentences and exchange them leaving out a key word.
- invite each child to bring in one sentence in which he found an

unrecognized word and figures it out.

- continue presenting good literature.

Art

Program Goals:

- To encourage each child to make full use of their artistic talents.
- To foster an appreciation for the work of others.
- To introduce various art media and concepts.

General Areas of Study:

September: getting acquainted activities: self portrait, birthday tree, my family and I.

October: Halloween theme.

November: Thanksgiving theme: Indian motif and Pilgrim artistry.

December: Christmas theme.

January: American cultural heritage theme.

February - March: all types of painting activities (water color and tempera) in conjunction with other media like chalk and crayon.

- develop anawareness of shades and tints; stimulate language skills with story pictures, cartoons, etc. where the child creates a picture and then tells about it.

April - May: things to do and make with paper from newspaper to cardboard (see Paper Fun TE).

- celebrate Easter and Mother's Day.

Physical Education

Program Goals:

- To encourage participation in challenging physical activity.
- To foster sportsmanship.
- To develop habit os personal hygiene.
- To stress the importance of safety in the gym and outdoors.

General Areas of Study:

September: getting acquainted activities such as pair tag, snake tag, and other running and tag games.

October: relay team games, listening games, games appropriate for Halloween like "Ghost in the Graveyard".

November: exercise to records (either in the gym or room), team games with a ball where skills such as dribbling with hands and rolling with feet are required. Acting out Indian music from a record.

December: continue with exercise to records, developing ball handling skills, dancing to Christmas records.

January: introduce some cultural dances and marches.

February - May: study and prepare for Winter Olympics by developing such skills as running, jumping, dodging and stopping, improve speed and reaction time.

April - May: develop game skills and activities of the type that require a specific ball handling skill such as throwing, catching or kicking.

- make use of these games for fun and relaxation as well as development of specific skills.

- foster the desirable social traits of team loyalty and sportsmanship

Health

Program Goals:

- To develop an awareness of their bodies and how to care for themselves.

- To foster the ability to meet emotional stresses.

- To stress the need for physical fitness to meet the requirements of work and leisure time pursuits.

- To lay foundations for healthful living in the light of the great pressures and tensions which affect children.

Areas of Study:

- health activities will be incorporated into the physical program.
- in addition, special lessons will be presented on tornado drills, drug safety, fire preventio, including around BBQ grills, etc.).

Mathematics

Program Goals:

- To offer the opportunity for continued practice in couring and recording numbers.
- To evidence math in everyday situations.
- To provide practice materials in addition and subtration, and more advanced math as needed.

General Areas of Study:

September - October: to make available worksheets to develop number concepts, practice boards for writing on, to talk about math problems as they occur in the children's classrooms.

November: to continue to make available flashcards and math worksheets and to offer incentives (such as stickers) to complete theme.

December: follow through with math objectives using a Christmas theme, use money book.

January: make a time chart to show various historical events in relation to their ages. Continue to stress practice sheets.

February - May: provide experiences in measuring, stressing terminology, and comparison of units.

- continue stressing mastery of number facts.

relate how math knowledge is a life-long asset by use of the newspaper, stories and magazines.

Science

Program Goals:

- To foster the spirit of inquiry that motivates one to investigate and grow.
- To encourage the full use of their individual interests.
- To report in a constructive, logical way what was observed.

General Areas of Study:

September - October: read, listen and talk about changes that occur in the fall: how we prepare for winter, how animals prepare, what changes do we observe in our environment.

November and December: Health Unit: all about our bodies and keeping them healthy.

January: Measurement Unit: becoming familiar with common units of measure and to some metric units.

February - March: set up activity areas with the magnets and iron shavings.

- do activity worksheets on cause and effect.

April - May: set up activity areas with the incline plane and pulley.

LESSON PLAN FORM

Program_____ Week of_____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 - 8:30	Free play	Free play	Free play	Free play	Free play
8:30 - 9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 - 9:20					
9:20 - 10:30					
10:30 - 11:30					
11:30 - 12:00					
12:00 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 3:00	Bathroom Nap	Bathroom Nap	Bathroom Nap	Bathroom Nap	Bathroom Nap
3:00 - 3:30	Snack	Snack	Snack	Snack	Snack
3:30 - 4:30					
4:30 - 5:30					

SAMPLE

DAILY SCHEDULE

FOR A DEVELOPMENTAL
DAY CARE CLASSROOM

A.M. Schedule:

6:30-8:00	Arrival of children Free Play - Self directed activities.
8:15-8:45	Circle - Children share experiences; talk about the day; sing songs; and listen to stories.
8:45-9:15	Breakfast (family style)
9:15-10:30	Interest centers allowing free flowing movement of children - work on various concepts and develop skills.
10:30-10:45	Clean up and bathroom.
10:45-11:00	Music, movement and rhythm training.
11:00-11:30	Outside - gross motor activities.
11:30-11:45	Return inside - bathroom as needed. Wash hands
11:45-12:00	Story (as table is being set).
12:00-12:30	Lunch (family style)

P.M. Schedule:

12:30-12:45	Table cleanup and bathroom.
12:45-1:00	Rest on cots - teachers rub backs - soft music.
1:00-3:00	Naptime for all children.
3:00-3:15	Children awaken; put on shoes and socks; put cots away.
3:15-4:00	Circle - songs and finger plays, discuss afternoon choices for outdoor play (inside if weather is bad).
4:00-4:15	Bathroom, get coats on.
4:15-5:00	Outside: Art projects; organized group games; bicycles and wagons; trucks and cars; playground equipment.
5:00-6:00	Free play - self directed activities. Pickup

ASSESSMENT INSTRUMENT

FORM

This instrument is used to evaluate the developmental progress of each child in the classroom. Therefore, it is necessary to complete each child's evaluation during the first month of the school year or whenever a new child is added to the classroom.

This instrument will give the child's teacher a clearer picture of the child's total development, as well as indicating those areas where the teacher may need to provide the child with additional work and stimulation.

The teacher may also use the information gathered through this evaluation to ascertain the child's progress and to pass on this information to the parent(s) during Parent-Teacher Conferences.

ASSESSMENT INSTRUMENT

NAME OF CHILD_____SCHOOL YEAR _____

I. PHYSICAL DEVELOPMENT - MOTOR SKILLS

A. GROSS MOTOR

Running _____
Skipping _____
Jumping _____
Hopping _____
Galloping _____
Climbing
- unassisted _____
- one foot _____
- alternating _____

Pumping on swing _____
Riding tricycle _____
Throwing a ball _____
Catching a ball _____
Kicking a ball _____
Bouncing a ball _____
Ability to walk balance scale _____
- forward _____
- backwards _____
- sideways _____

Summersault
- forward _____
- backward _____

Walking tiptoe _____

B. FINE MOTOR

Building a tower of blocks (how many)
- large _____
- small _____

Coordination using silverware
- spoon _____
- fork _____
- knife _____
- serving oneself _____
- vegetable peeling _____

Pouring skills _____
Control of art materials
- paint brush _____
- crayon _____
- pencil _____
- draws stright line _____
- draws curved line _____

Scissors
- cuts straight line _____
- cuts circle _____

Dressing skills
- socks
- shoes
  - tying
  - lacing
- unbuttoning
- buttcning
- snapping
- zipping
- mittems
- dresses self

Ability to open and close objects
- by turning

ability to use bathroom
- facilities

Ability to string beads
- large
- small

Ability to work a puzzle

Ability to recreate a given shape
- circle
- square
- triangle

Use of hands during fingerplays

II. SOCIAL-EMOTIONAL DEVELOPMENT

A. Emotional Development

'Ability to cope with frustrating situations in dealing with peers

Verbalizes feelings without assistance

Seeks adult intervention

Strikes out verbally/physically in an abusive manner

Ability to express and accept feelings of affection, both physical and verbal

with peers

with adults

Ability to express feelings of hurt and dissappointment

verbally relate causality

non-verbal communications

Expression and understanding of fears

Ability to express and deal with feelings of dislike for peers and adults

Ability to cope with frustration in learning situations

willingness to continue

seeks immediate assistance from adults

refusa; tp cpmtomie

Internalizes rules and guidelines

understanding of necessity for rules

strength of inner-discipline

ability to guide peers within a given framework

Identification with own sex

Identification with adult models

B. INTERACTION WITH PEERS

Extroverted personality _____
Introverted personality _____
Leadership qualities _____
Interaction in group situations
  large _____
  small _____
Ability to share equipment _____
Interaction in play situations
  parallel _____
  cooperative _____
Interaction within various age groups _____
Interaction between the sexes _____
Inter-racial interaction _____

C. INTERACTION WITH ADULTS

Ability to discern the various roles of adults
disciplinarian _____
source of warmth and affection _____
source of information _____
mediator of disputes _____

D. SELF CONCEPT

Conveys feelings of happiness about self _____
View of self as a functioning member
of the school group _____
View of self as a functioning member
of the family _____

III. INTELLECTUAL DEVELOPMENT

A. LANGUAGE SKILLS

Pronunciation skills _____
Understanding of relation of story
concepts
  plot _____
  sequencing of events _____
  causality _____
Sequencing of events and actions _____
Classification skills
  concrete objects _____
  abstract concepts _____
Ability to relate experiences
  to adults _____
  to peers _____
Ability to express wants and needs _____

B. MATH CONCEPTS

Recognition of symbols
  1-10 _____

10-20 _____
20..... _____
Relationship of number to numeral _____
Counting ability
1-10 _____
10-20 _____
20..... _____
Written ability of numerals
1-10 _____
10-20 _____
Understanding of quantitative concepts
More-less _____
larger-smaller _____
taller-shorter _____
heavier-lighter _____
many-few _____
Addition and subtraction skills
concrete _____
abstract _____
Measurement skills
practical use (cooking) _____
Time concepts
understanding of calendar _____
days of the week _____
dates _____
months _____
seasons _____
Understanding of the clock
hours _____
minutes _____
Understanding of time periods _____

C. READING READINESS

Recognition of capital letters _____
Recognition of lower case letters _____
Phonetic skills
beginning sounds _____
rhyming skills _____
Written ability of alphabet
lower case _____
upper case _____
Name recognition _____
Ability to write name _____
Knowledge of left-to-right concept in printed matter _____

IV. SELF EXPRESSION

A. ART

Level of interest and frequency of use _____
Willingness to use materials _____
Creativity in use of materials _____

B. MUSIC

Level of interest _____
Ability to discern differences
    loud-soft _____
    high-low pitch _____
    fast-slow _____
    environmental sounds _____
Rhythm skills
    use of body parts _____
    clapping _____
    marching _____
    tapping feet _____
    use of instruments _____
Ability to follow simple dance movemnts _____

C. DRAMATIC

Ability to pretend _____
Use of puppetry to portray feelings _____
Distinction between fantasy & reality _____
Role playing _____

IV. SELF AWARENESS

Awareness of body parts _____
Left and right concept _____
Awareness of senses _____
Spatial perception _____
Voice control _____

PARENT-TEACHER CONFERENCE

Child"s Name_____ Age_____ Date_____ Staff_____

Areas of Development	Teacher's Comments	Parent's Comments	Individual Plan
Self-Help-Daily Routines: Refers to adjustment to daily routines; eating habits, sleeping, self care.			
Social-Emotional Refers to your child's awareness and attitude of others, and of self, independence and control of self.			
Cognitive Refers to the mental processes of comprehension, judgement, memory and reasoning.			

242

243

PARENT-TEACHER CONFERENCE CONT'D

Areas of Development	Teacher's Comments	Parent's Comments	Individual Plan
Language Verbal ability, clarity in expressing self.			
Fine Motor Developing control of small muscles through eye - hand coordination.			
Areas of Interest Where child spends most of his/her time or activities which continually interest him/her. Area child rarely spends time in or activities in which he rarely participates.			

244

245

PARENT-TEACHER CONFERENCE
DEVELOPMENTAL PROGRAM

MOTOR SKILLS

	1	2	3
Child can walk, run and jump with ease.			
Child can follow an object with his eyes.			
Child can follow a line with his fingers.			
Child can point to top, bottom, front and back.			
Child can control movement of his fingers.			
Child can string beads.			
Child can control a crayon and a pencil.			
Child can copy a circle.			
Child can cut on a straight line.			
Child can copy a cross.			
Child can copy a square.			
Child can copy a triangle.			
Child is beginning to print his own name.			
Child can balance on one foot, walk on a balance beam and skip.			
Child can duplicate letters, numbers and shapes.			
Child can tie his own shoes.			

PERCEPTUAL SKILLS

	1	2	3
Child can match objects.			
Child can match a picture of an object to the object.			
Child can match colors.			
Child can match forms.			
Child can put together a simple puzzle.			
Child can match objects by touch.			
Child can match patterns which are alike.			
Child can reproduce a pattern.			
Child can compare objects by size.			
Child can identify common sounds.			
Child can match numerals.			
Child can match letters.			
Child can recognize his first and last name.			
Child can discriminate between conflicting visual stimuli.			
Child can match shapes by touch.			
Child can discriminate between rhyming sounds.			
Child can recognize his right and his left.			
Child can match word and numeral groups which are alike.			

LANGUAGE SKILLS

	1	2	3
Child can recognize objects by function and name.			
Child knows the names for everyday objects and uses them.			
Child is using correct pronunciation of sounds.			
Child can give personal information.			

LANGUAGE SKILLS (CONT.)

	1 2 3
Child can name the basic colors and shapes.	
Child can count by rote.	
Child is using prepositions correctly.	
Child can communicate his ideas in simple and complex sentences.	
Child can describe an object using two descriptive phrases.	
Child can use oral context to complete statements.	
Child can name numerals from one to ten.	
Child can name upper and lower case letters.	
Child can use complex sentence patterns.	

MEMORY SKILLS

	1 2 3
Child can recall an object which is shown him and then hidden.	
Child can repeat a sentence.	
Child can repeat a sequence of numbers.	
Child can recall the instructions for three tasks and do them.	
Child can determine which object is removed from a group when he isn't looking.	
Child can reconstruct a sequence from memory.	
Child can answer questions about a story after listening to it.	
Child can reconstruct a simple design from memory.	
Child can reproduce a simple clapping pattern.	

PROBLEM SOLVING SKILLS

	1 2 3
Child can sort objects on the basis of a single property.	
Child can match ten objects on a one to one basis.	
Child can comprehend number groups from one to three.	
Child can arrange four objects in a series or sequence.	
Child can point to the first, last and middle positions in a row of five objects.	
Child can determine what is missing from a common object.	
Child can group objects on the basis of a second common property.	
Child can conserve number groups up to five.	
Child can construct groups to match numerals.	
Child can group objects which he feels are alike and tell you his reason for doing so.	
Child can determine which picture does not belong in a group of pictures and tell you why.	
Child is able to conserve mass.	
Child can conserve length.	
Child can conserve volume.	

247

DAY CARE CENTER

EVALUATION SHEET

MONTESSORI

Name Age Date

GENERAL DEVELOPMENT

A. Personal Development		Comments
General Health		
Co-operation with peers		
Co-Operation with adults		
Solves problems - himself		
Seeks and accepts help		
Attention Span		
Works independently		
Joins in group activities		
B. Speech Development		
Vocabulary - word use		
Vocabulary - sentence use		
Converses with peers		
Converses with adults		
Expresses ideas well - orally		
C. Large Motor		
Walking on line, balance beam		
Running, hopping, jumping		
Climbing and throwing		
D. Dressing Skills		
Skills Mastered		

MONTESSORI DEVELOPMENT

A. Practical Life		
Interest in activities		
Activities Mastered		
Small muscle co-ordination		
B. Sensorial		
Interest in Activities		
Discriminates size and shape		
Discriminates color		
Discriminates sound		
Discriminates texture		

MONTESSORI DEVELOPMENT

C. Math		Coments
Interest in activities		
Reads numbers		
Counts numbers		
Matches numbers and quantity		
Understands number sequence		
Addition		
D. Language - Letters		
Interest in activities		
Knows name of letters		
Knows sounds of letters		
Rhyming skills		
Reads phonetic words		
E. Language - Writing		
Interest in activities		
Traces insets - colors in limits		
Writes numbers		
Writes letters and name		
Writes words		
F. Other Activities		
Geography		
Science		
Art		
Stories		
Music		

SCHOOL AGE EVALUATION

SOCIAL EMOTIONAL DEVELOPMENT

I. Interaction with peers:

II. Interaction with adults:

III. Activities of greatest interest:

IV. Comments:

CHILDHOOD ILLNESSES

ILLNESS	SYMPTOMS	INCUBATION	DURATION	COMMUNICABILITY	TREATMENT	SPECIAL PRECAUTIONS
Bronchitis	Frequent coughing. Labored breathing. Possible fever.	1 to 7 days	2 to 4 days	2 days before symptoms appear to 2 days after	Consult your doctor. If the child has fever, make sure he rests, give plenty of juice and use a vaporizer.	
Chicken Pox	Fever.Discomfort. Itching, Pink or red spots on the chest, stomach and back, which may spread to the scalp and face. Spots change to blisters, which eventually crust.	10 to 21 days	7 to 10 days	1 day before spots appear to about 6 days after. The child should be isolated until blisters crust and dry.	Consult your doctor. Rest is essential. Relieve itching with calamine lotion. Trim the child's nails so he doesn't scratch himself.	Keep child's utensils and dishes separate.
Common Cold	Sneezing.Stuffed or runny nose. Sore throat. Watery eyes. Possible cough, chills, low fever.	1 to 7 days	2 to 14 days	2 days before symtoms appear to 2 days after.	If the child has fever,make sure he rests, give him plenty of juice and use a vaporizer.Keep him warm and avoid chilling.	Consult your doctor if the symptoms persist or worsen.
Croup	Labored breathing. Hoarseness. Loud hacking cough. Often comes on at night.	2 to 6 days	4 to 5 days	2 days before symtoms appear to 5 days after.	Consult your doctor.Use a vaporizer.Keep the child on a light, low fat diet.	
German Measles (Rubella)	Chills.Low fever (sometimes high). Runny nose.Painful swelling of glands behind the ears.Usually there is a slightly raised fine red rash,which begins on the face,then spreads over the entire body.	14 to 21 days	3 to 6 days	7 days before symtoms appear to 5 days after.Pregnant women should never be exposed to this illness.	Consult your doctor. If the child has fever,make sure he rests,give him plenty of juice and use a vaporizer.	Keep the child's hands clean and launder linen and clothes separately.

CHILDHOOD ILLNESSES

ILLNESS	SYMPTOMS	INCUBATION	DURATION	COMMUNICABILITY	TREATMENT	SPECIAL PRECAUTIONS
Influenza (Virus, Flu)	Chills.Drowsiness. Weakness.Sudden high fever.Headache.Achiness.Sore throat.No appetite.Possible nausea and dizziness.	1 to 3 days	3 to 7 days	1 day before symtoms appear to 7 days after.	Consult your doctor.If the child has fever,make sure he rests, give him plenty of juice and use a vaporizer.	Keep child's utensils and dishes separate.
Measles	Early symptoms include low fever, slight hacking cough,fatique,discomfort,eye irritation.Around the 4th day,fever and cough worsen and a rash of faint pink spots appears on the neck and cheeks,then spreads to the rest of the body.	10 to 15 days	8 to 12 days	4 days before rash appears to 5 days after.	Consult your doctor.If the child's eyes are sensitive to light,keep the room dim.If he has fever,make sure he rests,give him plenty of juice and use a vaporizer.	Keep child's utensils and dishes separate.
Mumps	Swollen glands on one or both sides of the jaw.Mild headache.Fever.	12 to 24 days	6 to 10 days	7 days before symtoms appear to 9 days after.	Consult your doctor.Rest is essential.Apply cool compresses to the cheeks.Do not give the child citrus juices.	Keep child's utensils and dishes separate.
Pneumonia	Coughing.Fever. Rapid breathing. Discomfort.Chills Weakness.Possible nausea and vomiting.Sudden fever lasting several days.	2 to 14 days	About 7 days	Varies	Consult your doctor.Make sure the child rests.Give him plenty of juice.Use a vaporizer.Keep him on a light,low fat diet.	

253

254

CHILDHOOD ILLNESSES

ILLNESS	SYMPTOMS	INCUBATION	DURATION	COMMUNICABILITY	TREATMENT	SPECIAL PRECAUTIONS
Roseola	Sudden fever lasting several days. After fever is gone, a rash of flat or raised spots appears on the chest, stomach or back, then spreads to the rest of the body.	10 to 14 days	5 to 6 days	Varies	Consult your doctor.	
Scarlet Fever	Painful sore throat. Fever. Nausea and vomiting. Within 3 days a fine rash appears on the neck, armpit and groin, then spreads over the body.	1 to 5 days	6 to 8 days	1 day before symptoms appear to 6 days after.	Consult your doctor. Make sure the child rests. Give him plenty of fluids.	Check other family members for symptoms
Strep Throat	Painful sore throat. Fever. Nausea and vomiting.	2 to 5 days	About 6 days	1 day before symptoms appear to 6 days after.	Consult your doctor, if the child has fever, make sure he rests and give him plenty of juice.	Check other family members for symptoms

VOMITING AND DIARRHEA

Consult your doctor if vomiting or diarrhea persists for more than 6 hours, contains blood or is accompanied by high fever. Have the child rest and keep him off solid foods. When he starts to feel better, give him low fat foods and frequent small amounts of liquid.

IMMUNIZATION SCHEDULE

2 Months	Combined Diptheria - Tetanus - Pertussis (Whooping Cough) - 1st shot Oral Polio Vaccine - 1st dose
4 Months	Combined Diptheria - Tetatus - Pertussis - 2nd shot Oral Polio Vaccine - 2nd dose
6 Months	Combined Diptheria - Tetanus - Pertussis - 3rd shot Oral Polio Vaccine - 3rd dose
12 Months	Tuberculin Test
15 Months	Measles - Mumps - Rubella
18 Months	Combined Diptheria - Tetanus - Pertussis - Booster shot Oral Polio Vaccine - Booster dose
4 to 6 Years	Combined Diptheria - Tetanus - Pertussis - Booster shot Oral Polio Vaccine - Booster dose

DAY CARE CENTER
FIRST AID SUPPLIES

You can put your own kit together by purchasing the individual items listed below. Always keep the kit in one place, clearly labeled. Replace supplies as they are used. Check the kit at least once a month to see what needs to be replaced.

_____Absorbent cotton
_____Adhesive bandages, assorted sizes, (Band Aids)
_____Butterfly Bandages
_____Cotton Tipped Swabs
_____Large Triangular Bandages
_____Sterile Eye Pads
_____Sterile Gauze Bandages in assorted sizes
_____Sterile Gauze Pads, 2x4 inches
_____Tourniquet, cloth 2 inches wide by 15" long, and a short stick.
_____Ammonia Inhalant
_____Calamine Lotion
_____Hydrogen Peroxide
_____Spray Disinfectant
_____Bactine
_____Oil of Cloves (for minor toothache)
_____Petroleum Jelly
_____Rubbing Alcohol
_____Drinking cups (disposable)
_____Measuring Cup
_____Measuring Spoon
_____Safety Pins
_____Sharp Scissors (with rounded ends)
_____Thermometer
_____Thermometer Sheaths
_____Tongue Depressors
_____Tweezers (to remove splinters)
_____Suntan Lotion
_____Baby Oil
_____Baby Powder
_____Lice Control Spray
_____Instant Cold Compresses

DAY CARE CENTER

EMERGENCY TELEPHONE NUMBERS

This list should be photocopied and filled out immediately. Keep it posted next to each telephone in the Center. Make sure that the numbers are kept up to date.

Police_____ Hospital Emergency_____

Rescue Squad_____ Poison Control Center_____

Fire Department_____ County Health Department_____

_____

Dentist_____

Nearest Drugstore_____

_____

Taxi_____

Emergency Shelter_____

_____

Electric Company_____

Gas Company_____

Oil Company_____

Water Department_____

Other Emergency Numbers_____

_____

_____

_____

_____

_____

259

TEACHER _____

CHILD'S NAME	DATE OF PE	ID OR DPT #1	#2	#3	BOOSTERS	OPV #1	#2	#3	Boosters	MMR	TBN	OTHER	COMMENTS

DAY CARE CENTER

_____
Date

Dear _____:
Parent's Name

As the school nurse, I have been reviewing the health records of the children attending the Day Care Center. The State of _____ requires that all children attending a day care center have current immunizations.

In reviewing (child's name) _____ health record, we have found the following:

1. ☐ No current physical examination form on file, enclosed is a physical examination form.

2. ☐ Needs additional DPT_____
(diphtheria-pertussis-tetanus)

3. ☐ Needs additional OPV_____
(oral polio vaccine)

4. ☐ Needs MMR (measles-mumps-rubella vaccine)

5. ☐ Needs a TBN (tuberculin test)

6. ☐ Other _____

These immunizations may have been given by your physician to your child. Since we do not have a record, please have your physician, physician's nurse or immunization clinic nurse complete the health form.

Please return the form by _____.
Date

Sincerely,

DAY CARE CENTER

DAY CARE CENTER

Date_____

Dear Parents:

There have been several cases of chickenpox reported at the Center in the past several weeks.

The incubation period for chickenpox is from 10 to 21 days. (this is the time the child is exposed to the disease to the time he comes down with the illness).

Symptoms:

Runny nose, cold symptoms, slight fever, (rarely high), one to two days before the onset of a rash.

Commonly, the first thing noted is the rash which appears on the face or the body, and a little later on the arms and legs.

The rash develops into individual lesions, which look like pimples that are infected. They then become like blisters filled with clear fluid. These lesions will continue to appear for three to four days. The blisters then begin to dry up and form a crusty scab. The scabs usually fall off after one to three weeks.

The child should be isolated and excluded from school for not less then 6 days after the appearance of the lesions. The child should not return to school until the lesions are dry and crusted. Sometimes this takes seven to ten days.

Washing soiled items with hot soapy water is sufficient for disinfection.

As the scabs are healing they begin to itch. If the child scratches a scab it may fall off, become infected and leave a scar.

Calamine lotion is suggested to help relieve the itching. Sometimes placing mittens or stockings on the hands of small children during the night will protect the child from scratching off the scab.

Sincerely,

DAY CARE CENTER

Director

263

DAY CARE CENTER

DATE_____

Dear Parents:

This is to inform you that there has been a child identified with a staphilococcal infection and a streptococcal infection in our Center.

We are passing this information on to you so that we can work together in controlling the spread of these infections and in protecting the health of your child.

Examples of staphilococcal disease:

1. Skin infections - furuncles, (boils), impetigo, carbuncles, abscesses, infected lacerations.
2. Pneumonia

Examples of streptococcal disease:

1. "Sore throat" "Strep Throat"
2. Scarlet fever (streptococcal throat with a rash on the body).
3. Middle ear infection.
4. Pneumonia
5. Wound and skin infections - impetigo.

Method infection is spread:

1. By nasal secretions (runny nose).
2. Drainage from an infected wound.
3. Spread by contact from person to person (using same hankerchief, towels, napkins, toys, etc.)

Impetigo is an infectious disease affecting the superficial layers of the skin and is characterized by formation of blisters, scabs and crusts, or oozing pimples.

Symptoms:

1. Incubation period 1-5 days.
2. Lesion first appears as pink-red blemishes which quickly change to blisters which in turn, enlarged, become pustular, develop crusts and leave temporary superficial blotchy red areas.
3. Face and hands commonly involved - other parts may be affected - part of scalp.
4. Itching may occur.
5. Report any suspicious appearing lesions to doctor for treatment.

The "strep throat" is a severe nose and throat inflamation and infection.

Symptoms:

1. Onset is generally acute:
   a. High fever
   b. Headache
   c. Vomiting

Symptoms Cont'd:

2. After 12-24 hours:
   a. Sore throat
   b. Dryness of throat
   c. Swollen glands in neck.
   d. White tongue coating gives way to strawberry-red tongue.

Diagnosis must be done by a throat culture.

Seeking immediate medical attention should symptoms of illness occur is extremely important in preventing the spread of further infection. In addition to this, the child should be kept out of the Center until the physician states the child can return. (Usually 48 hours after an antibiotic has been started or, in the case of lesions, until the lesions are completely dried-up).

Sincerely,

DAY CARE CENTER

Director

DAY CARE CENTER

Date_____

Dear Parents:

Your child was identified as having a case of pediculosis (head lice). The purpse of this letter is to provide you with the necessary information and specific instructions on how to deal with the problem.

1. Description:
Head lice are usually transmitted from one infested person to another by direct contact with the hair. Personal items like combs, brushes, towels and bedding are other frequent sources of infestation. Another common source of infestation is clothing, such as hats, ribbons, scarves, topcoats and sweaters, all of which provide transportation from one individual to another. Head lice do not observe any class distinction; they can infest anyone and are a problem which should be treated immediately. Head lice are insects, flattened in shape from top to bottom. Although the lice are difficult to see, they are easy to recognize, provided you are actually looking for them. One telltale sign is a persistent itch of the scalp, often accompanied by infected scratch marks or what appears to be a rash. Closer inspection will reveal small silvery eggs (nits) attached to hairs. Particular attention should be paid to the back of the head and the area behind the ears; lice live mainly in the area at the back of the head.

2. Treatment:
A. Contact your family doctor for a definite diagnosis and secure a prescription for a medicated shampoo.
B. Direction for shampooing:
1. Pour 1 oz. (2 tablespoonfuls) onto the affected area and adjacent hairs areas.
2. Rub vigorously, being sure to cover all hairy areas.
3. Wet hair thoroughly with warm water, and work into a lather for at least 4 minutes.
4. Rinse hair thoroughly and rub with dry towel.
5. Comb hair with a finetooth comb to remove any remaining nit shells. A second application is seldom needed. If necessary, repeat treatment in 24 hours but not more than twice within one week.

NOTE: Avoid contact of shampoo with eyes, or other mucous surfaces. A towel may be held tighly over the eyes for protection from the lather and during rinsing. Should the lather accidentlally get into the eyes, the stinging sensation can be relieved by flushing with water.

C. Lice infestation is spread by contact. It is recommended that all family members be treated.

2. Treatment Cont'd:
   D. Disinfect combs, brushes and other washable items with medicated shampoo.
   E. Contaminated clothing and other articles, such as hats, towels, etc. should be dry-cleaned, boiled, or otherwise treated to prevent reinfestation or spreading.
   F. Because lice and their ova can survive off the human host, and may return to reinfect articles such as blankets, bedding, rugs, upholstered furniture, clothing and other items that cannot be laundered or dry cleaned must also be disinfected. A commercial product called R and C Spray is available at local drug stores.

3. Returning to school:
   Your child will be admitted to the Center after establishing that the treatment has been effective. If there is any doubt concerning the effectiveness of the treatment the Center shall require a note from the doctor verifying that the child is no longer infested.

Sincerely,

DAY CARE CENTER

Director

DAY CARE CENTER

Date_____

Dear Parents:

It has been reported to us that a child in the Center has been identified as having a case of pin worms.

Pin worms can be seen in a child's stool. They are very small, white worms. Once a case is diagnosed, the whole family is treated with medication. Pin worms are highly contagious as they are passed hand to mouth. The best prevention is careful hand washing before and after using the toilet and before and after diapering. The child's hands should be washed as well as the hands of the person doing the changing. Bedding should be washed frequently. Soiled diapers should be wrapped in a plastic bag before being disposed of.

The teachers have disinfected all of the toys and equipment. They will continue to do this and will monitor hand washing very carefully.

If you suspect that your child may have pin worms, please contact your doctor and notify the Center. Thanks for your cooperation.

Sincerely,

DAY CARE CENTER

Director

INSURING YOUR CENTER

LIABILITY INSURANCE

Negligence You have been meaning to repair a weak leg on your playground slide, but before you can have it done a child climbs up the ladder, the leg gives way and throws the child to the ground, breaking his arm. The break is a serious injury which may cause some permanent impairment of the arm. The parents are upset and decide to sue you and your center for the expenses they have incurred from the injury. They also want a large sum of money which they believe will be needed to rehabilitate the arm. Right here you need an attorney to represent and defend you in the court action. Subsequently the court finds that you owed a duty to the child to provide a reasonably safe slide. Not to have corrected the foreseen weakness in the slide means you failed to uphold your duty, which establishes that you were negligent. The court awards a large sum of money as damages. This becomes a judgment against you and your center. At this point you need a large sum of cash or an acceptable equivalent.

Another unfortunate state of affairs falls upon you. The drain from the sump pump in the basement of the center you own directs water into your parking lot. In the winter this water fans out and freezes on the surface of the lot. After a light snow, which hides the icy spot, a mother of one of your center's children damages her car by sliding on the ice. You may not need an attorney to represent you in court in this case, but it would be comfortable to have a claims adjusting expert to handle the matter with your customer, especially if he is a real professional, very

courteous and fair. In any event you will again need the inevitable dollars to repair the damage to the car.

Bodily Injury and Property Damage The two cases above represent two distinct types of losses: (1) Bodily Injury; (2) Property Damage. The child was injured; the car was damaged. These are the two types of losses liability insurance deals with. Sometimes both types occur in the same accident or occurrence. That is, the car is damaged and people are hurt.

Negligence Defined From the cases we can arrive at a general definition of negligence as it relates to liability insurance:

> Negligence is conduct which is less than reasonable for the protection of others against an unreasonable risk of harm.

Legally Liable In negligence there is a duty of conduct for protection of others; there is conduct which does not conform to the duty; there is a connection between the conduct and the injury; there are damages. When a court determines all this you become legally liable.

So lawyers to represent and defend you, or claims experts to handle loss adjustments to others where your negligence has caused legal liability for bodily injury or property damage to others and the dollars to pay for these damages is the substance and stuff that liability insurance deals with.

In the previous paragraphs we used two illustrations. Both events that happened were accidental, and this point should be kept in mind. That is, liability insurance, for the most part, responds

only to events which are accidental: events which are unforeseen, unplanned and fortuitous. Intentional acts are not normally covered under liability insurance, except, as we will see later on, intentional acts of teachers, which is a special form of liability coverage important to day care centers or schools, and intentional acts to protect people or property.

What Liability Insurance Does for You and Your Center It protects you and your business from legal liability claims you are legally obligated to pay because of bodily injury to others and legal liability claims resulting from your liability for damaging other people's property. It pays these claims and pays the costs of defending you in the legal actions which establishes your obligation to pay damages or absolves you from any legal liability. So it pays claims or judgements against you which you are legally obligated to pay and it pays for protecting you in a court action or an out of court settlement or agreement.

Where Does It Protect You? Early liability policies protected the business and owners of the business only at the premises of their operation. Although archaic coverage can still be written to apply at the premises of the center, this is to be avoided. Today's liability coverage follows the business operations like a shadow. It goes everywhere the operations of the business go. It goes with you on field trips, to conventions, to business entertainment functions. Everywhere the children go in the operation of your center; everywhere you go as owner, everywhere your officers, directors, stockholders, employees go while acting within the scope

of your business, the liability coverage follows and protects you and your business. So, the premises and operations coverage is for legal liability, for accidental bodily injury or property damage that results from either a condition of your premises or your operations in progress, whether on or away from your premises.

Limitations There are some things that are not covered. Every policy of insurance gives and then takes away in the same policy. The major exclusions pertain to liability resulting from contracts you enter into, use of automobiles in your business, use of boats and watercrafts, liquor liability, employee injuries, damage to property of others in your care, or control, liability out of products you handle or distribute (such as food), professional liability, fire legal liability, and personal injury liability. These limitations came into being because insurance companies felt they could not insure them and make money unless they handled them in a special way, and some are written under other types of policies, such as workers compensation and professional liability policies. So how do you get the broadest coverage possible, which we believe should be the goal?

First, you start by asking for Comprehensive General Liability Coverage. You request that you as an owner of the business and anyone else who is an owner be named in the policy as an insured, along with the business entity itself.

You request the Broad Form Liability Endorsement, which give you back many of the things we mentioned as not covered and some additional coverages.

Limitations

This endorsement give you Blanket Contractual Liability Coverage. You enter into contracts with parents, suppliers, your landlord and others and these contracts can be a source of legal liability for you or your business.

It give you Personal Injury and Advertising Injury Liability Coverage. Personal injury could arise from wrongfull detention, libel or slander or an utterance or publication in violation of an individual's rights of privacy. Advertising injuries arise out of libel, slander, violations of privacy, unfair competition, copyrights, titles and slogans in the course of advertising.

It provides Premises Medical Payments for immediate medical attention to people other than employees, who are injured in the course of your business. It gives coverage for Host Liquor Liability. If you serve wine and cheese on parent's night or at an open house, employee picnic or Christmas party you have this exposure, and need this protection.

If you rent premises and cause a fire which damages those premises you could be legally liable for that damage. Real Property Fire Legal Liability Coverage is provided by the broad form liability endorsement.

Generally employees are not included as insureds under a general liability policy. It is possible an individual employee will be named in a lawsuit along with your business. Employees as Insureds is provided under the broad form endorsement.

Extended Bodily Injury Coverage provides coverage for an intentional act at your direction which results in bodily injury where it came about solely from the use of reasonable force for protecting persons

or property.

Automatic Coverage for Newly Acquired Organizations is important when you expand, and need time to develop the necessary information to report to your insurance company. This coverage is provided under the broad form endorsement.

There are other coverages that are provided under the broad form endorsement, but because of their limited application we will not go into here.

Teachers Legal Liability and Corporal Punishment Coverage. This provides coverage for you and your employees in the course of their teaching activities as members of your staff. It should include coverage for corporal punishment. It is important coverage and it is available from insurance companies sophisticated in the insuring of schools. If a teacher strikes a child and the parent sues you, you need this coverage.

Products Liability Coverage. If a child becomes ill and suffers damages from food you served him you will likely be sued by a parent. The ultimate responsibility may rest with the manufacturers or processor of the food, but you may still need defense coverage. The Comprehensive General Liability Policy does not exclude products coverage. However, we believe this exposure is important enough that written clarification that products coverage is being provided for your center is in order. Most companies will provide an endorsemtn or show other written evidence that your food service or kitchen is covered for damage caused by food or their containers.

Non Owned and Hired Car Coverage This is legal liability protection for autos you do not own. It covers bodily injury to others and property damage you cause to property of others. The risk comes into being when a teacher uses his or her car to go to the store to pick up supplies for the center. It also arises when parents transport children on field trips; when you rent a bus for a field trip. It is there anytime someone else uses an auto you do not own, in the operation of your center, or when you lease or rent an auto or bus. Obviously, this is an important coverage.

These are not all of the liability coverages you can purchase. These are, in our judgment, the most important ones.

So in summary when you think of liability insurance we believe you should think in terms of:

Comprehensive General Liability Coverage,

-with-

Broad Form Liability Endorsement

Teachers' Legal Liability Endorsement

Products Liability Coverage

Non Owned and Hired Car Coverage

By George Fowler